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ABSTRACT

Information is provided in narrative and tabular form on the gender, ethnic, and racial composition of faculty and staff in the California State University, the University of California, and the California Community Colleges for 1987-88. Reports and data are presented in the following groupings: (1) report of the California Postsecondary Education Commission (background, composition of faculty and staff, summary and recommendations, prospectus for a study of faculty diversification, and applicable sections of the law and regulations); (2) report of the California State University (faculty, 1985-87; faculty, 1975-87; employees, 1985-87; new hires, promotions and separations, 1985-87; and systemwide affirmation action programs); (3) report of the University of California (academic affirmative action and staff and management affirmative action); and (4) report of the California Community Colleges. Seven sets of tables report gender and racial-ethnic background for students, faculty, and staff. (KM)

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DIVERSIFICATION OF THE FACULTY AND STAFF IN CALIFORNIA PUBLIC POSTSECONDARY EDUCATION FROM 1977 TO 1987

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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Executive Summary

Pursuant to *Education Code* 66903.1 (AB 605, Hughes, 1985) and its predecessor (AB 105, Hughes, 1977), the Commission reports biennially on "the representation and utilization of ethnic minorities and women among academic, administrative, and other employees" in California public postsecondary education. This report is the fifth in the series that began in 1979, and it provides information on the gender, ethnic, and racial composition of faculty and staff in the California State University, the University of California, and the California Community Colleges through the 1987-88 academic year.

The report is organized into four parts:

- Part One contains the Commission's comments on the diversification of faculty and staff over the past decade.
- Part Two reproduces the California State University's report on developments over the past two years.
- Part Three consists of the University of California's report.
- And Part Four contains the Chancellor's Office report for the California Community Colleges.

In Part One, the Commission explains the importance of diversifying the faculty and staff, analyzes trends in diversification, lists six major findings about these trends (pp. 25-26), offers two major recommendations about future reports in this series (p. 26), and offers a prospectus for a study of faculty diversification (pp. 27-30).

The Commission adopted this report at its meeting on September 19, 1988, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Library of the Commission at (916) 322-8031. Questions about the substance of the report may be directed to Penny Edgert of the Commission staff at (916) 322-8028.

DIVERSIFICATION OF THE FACULTY AND STAFF IN CALIFORNIA PUBLIC POSTSECONDARY EDUCATION FROM 1977 TO 1987

The Fifth in the Commission's Series of Biennial Reports
on Equal Employment Opportunity in California's
Public Colleges and Universities

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 88-29
PUBLISHED SEPTEMBER 1988

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PART ONE

Report of the California Postsecondary Education Commission

1 *Background on the Commission's Report*

Context of the report

Why is the composition of the faculty and staff in postsecondary education a policy concern in California?

The basic reason is that each year the racial-ethnic composition of California's population becomes increasingly more heterogeneous. According to the Population Research Unit of the Department of Finance, in 1977, 69.3 percent of the residents of California were Caucasian; a decade later, that percentage had diminished to 60.3. By the turn of the century, if current estimates are confirmed, members of no single racial-ethnic group will constitute a majority of Californians.

Correspondingly, the composition of the student bodies of California's public colleges and universities is becoming more diverse. Over the last decade, as illustrated in Display 1 on pages 2-3, the number and percentage of Asian and Hispanic students have increased in each of the three segments. In 1977, these groups of students accounted for 16 percent of the public postsecondary student population in the State; in 1987, they comprised 26 percent. Although the number and percentage of Black students has declined overall, this diminution is attributed primarily to the decrease in the enrollment of Black students in the Community Colleges. In terms of changes in gender composition, women comprised 51.8 percent of the college student population in 1977, compared to almost 56 percent in 1987.

Within this larger context, the three public postsecondary systems are anticipating massive faculty retirements by the year 2000. According to systemwide estimates, over 34,000 new postsecondary faculty, or nearly 64 percent of the current full-time professoriate, will be needed by the systems by the turn of the century. The University projects hiring 6,000 new faculty; the State University, 8,000; and the Community Colleges, over 18,000, including both full and part time.

Given these two interrelated trends, the extent to which systemic efforts to diversify the faculty and staff of postsecondary education in California are successful is critical to the welfare of the State. The importance of the professoriate in postsecondary education is evident from the following observations:

- *The faculty develops the curriculum and decides upon the nature of the knowledge to which students are exposed.* The responsibility for curriculum development places the faculty in a key position to determine for students the relative importance of ideas, people, and cultures.
- *The faculty teaches the curriculum.* Teaching becomes the act of transmitting knowledge judged to be significant and the critical skills needed to comprehend this knowledge base.
- *The faculty serves as the embodiment of the academic career.* The extent to which professors are perceived positively by students may influence the decision of students to pursue careers in the academy.
- *Faculty members are authority figures.* In this regard, the professoriate provides a picture for students of the types of individuals respected and admired in the society. Furthermore, professors are the primary source of encouragement and support in assisting students to pursue and advance in academic careers.

The staff of postsecondary education are, likewise, crucial to the educational process:

- *The staff develops the system to administer and manage the institution.* The responsibility for creating an efficient and effective system places the staff in a key position to influence the progress of students in the institution.
- *The staff teaches students the procedures operative in the institution.* The extent to which students learn to understand and negotiate the institution from the staff influences the quality of their educational experience.
- *The staff develops and implements the programs and services that affect both the academic and non-*

DISPLAY 1 *Number of Undergraduate and Graduate Students Reporting Their Racial-Ethnic Fall 1977 and Fall 1987*

	Men							
	1977		1987		1977-1987		1977	
Segment	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent Category
California Community Colleges								
American Indian	8,498	1.6%	6,638	1.3%	-1860	-21.9%	8,841	-1.5%
Asian	31,868	6.1	64,394	13.2	+32,526	+102.1	29,470	5.0
Black	54,175	10.3	35,362	7.2	-18,813	-34.7	61,297	10.5
Hispanic	61,080	11.6	77,549	15.9	+16,469	+27.0	56,581	9.7
White	369,133	70.3	304,648	62.4	-64,485	-17.5	429,078	73.3
Total	524,754	100.0	488,591	100.0	-36,163	-6.9	585,267	100.0
The California State University								
American Indian	1,369	1.3	1,496	1.1	+127	+9.3	1,145	1.1
Asian	8,163	7.8	22,840	16.3	+14,677	+179.8	7,866	7.5
Black	6,352	6.0	6,841	4.9	+489	+7.7	8,094	7.7
Hispanic	8,928	8.5	14,700	10.5	+5,772	+64.7	7,368	7.0
White	80,326	76.4	94,596	67.3	+14,270	+17.8	81,086	76.8
Total	105,138	100.0	140,473	100.0	+35,335	+33.6	105,559	100.0
University of California								
American Indian	310	0.5	486	0.7	+176	+56.8	273	0.6
Asian	6,035	10.3	14,205	19.7	+6,350	+105.2	5,070	10.5
Black	2,081	3.6	2,614	3.6	+533	+25.6	2,405	5.0
Hispanic	3,491	6.0	6,089	8.5	+2,598	+74.4	2,393	5.0
White	46,525	79.6	48,535	67.5	+2,010	+4.3	38,058	79.0
Total	58,442	100.0	71,929	100.0	+13,487	+23.1	48,199	100.0
Total								
American Indian	10,177	1.5	8,620	1.2	-1,557	-15.3	10,259	1.4
Asian	46,066	6.7	101,438	14.5	+55,372	+120.2	42,406	5.7
Black	62,608	9.1	44,817	6.4	-17,791	-28.4	71,796	9.7
Hispanic	73,499	10.7	98,338	14.0	+24,839	+33.8	66,342	9.0
White	495,984	72.1	447,779	63.9	-48,205	-24.6	548,222	74.2
Total	688,334	100.0	700,992	100.0	+12,658	+1.8	739,025	100.0

Note: Due to rounding, each column may not add to exactly 100.0 percent.

Source: California Postsecondary Education Commission.

Backgrounds by Gender and Segment of Enrollment Among California's Public Colleges and Universities,

Women				Total					
1987		1977-1987		1977		1987		1977-1987	
Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base
8,493	1.3%	-348	-3.9%	17,339	1.6%	15,131	1.3%	-2,208	-12.7%
65,751	10.1	+36,281	+123.1	61,338	5.5	130,145	11.4	+68,807	+112.2
49,643	7.6	-11,654	-19.0	115,472	10.4	85,005	7.5	-30,467	-26.4
90,038	13.8	+33,457	+59.1	117,661	10.6	167,587	14.7	+49,926	+42.4
437,750	67.2	+8,672	+2.0	798,211	71.9	742,398	65.1	-55,813	-7.0
651,675	100.0	+66,408	+11.3	1,110,021	100.0	1,140,266	100.0	+30,245	+2.7
1,855	1.1	+710	+62.0	2,514	1.2	3,351	1.1	+837	+33.3
21,177	12.6	+13,311	+169.2	16,029	7.6	44,017	14.2	+27,988	+174.6
10,320	6.1	+2,226	+27.5	14,446	6.9	17,161	5.6	+2,715	+18.8
17,137	10.2	+9,769	+132.6	16,296	7.7	31,837	10.3	+15,541	+95.4
117,986	70.0	+36,900	+45.5	161,412	76.6	212,582	68.8	+51,170	+31.7
168,475	100.0	+62,916	+59.6	210,697	100.0	308,948	100.0	+98,251	+46.6
541	0.8	+268	+98.2	583	0.5	1,027	0.7	+444	+76.2
13,189	18.9	+8,119	+160.1	11,105	10.4	27,394	19.3	+16,289	+146.7
3,707	5.3	+1,302	+54.1	4,486	4.2	6,321	4.5	+1,835	+40.9
6,231	8.9	+3,838	+160.4	5,884	5.5	12,320	8.7	+6,436	+109.4
45,986	66.0	+7,928	+20.8	84,583	79.3	94,521	66.8	+9,938	+11.7
69,654	100.0	+21,455	+44.5	106,641	100.0	141,583	100.0	+34,942	+32.8
10,889	1.2	+630	+6.1	20,436	1.4	19,509	1.2	-927	-4.5
100,117	11.3	+57,711	+136.1	88,472	6.2	201,556	12.7	+113,084	+127.8
63,670	7.2	-8,126	-11.3	134,404	9.4	108,487	6.8	-25,917	-19.3
113,406	12.7	+47,064	+70.9	139,841	9.8	211,744	13.3	+71,903	+51.4
601,722	67.6	+53,500	+9.8	1,044,206	73.2	1,049,501	66.0	+5,295	+0.5
889,804	100.0	+150,779	+20.4	1,427,359	100.0	1,590,797	100.0	+163,438	+11.4

academic development of students. The extent to which the programs and services designed and managed by the staff are responsive to the changing needs of students affects their progress through the institution.

- *The staff serves as the embodiment of careers in an educational environment.* The extent to which staff is perceived positively may influence the decisions of students to pursue careers in an academic establishment.

Taken together, the faculty and staff of educational institutions create a milieu in which students develop intellectually, socially, culturally, and politically. The extent to which these milieux are hospitable, welcoming, and supportive to students from diverse backgrounds with a multiplicity of experiences may influence profoundly the degree to which California will develop economically, politically, and socially in the future.

In order to meet the needs of the State, both in terms of absolute numbers and diversification of the professoriate and staff, an examination of its current situation is essential. The information in this report provides an analytic base from which to initiate long-range planning projects as well as a means to develop and identify successful and efficient strategies to encourage students to pursue careers in academia.

Origins of the report

Pursuant to *Education Code* Section 66903.1 (AB 605, Hughes, 1985) and its predecessor (AB 105, Hughes, 1977), the California Postsecondary Education Commission reports biennially on "the representation and utilization of ethnic minorities and women among academic, administrative, and other employees" in California public postsecondary education (Appendix A, page 31). This report is the fifth in the series that began in 1979. It provides information on the gender, ethnic, and racial composition of faculty and staff in the California State University, the University of California, and the California Community Colleges for the 1987-88 academic year.

The legislation directing the Commission to prepare this series of reports requests the three public systems to provide information on the following aspects of this topic:

- Employment, classification, and compensation of the faculty and staff by gender, ethnic, and racial categories;
- Patterns of utilization of groups historically underrepresented among different job categories compared with the availability of qualified members of those groups for different job categories;
- Specific results of affirmative action programs in reducing the underrepresentation of specific groups;
- Identification of strengths and inadequacies of current affirmative action programs, including inadequacies resulting from budgetary constraints.

Reports from the three systemwide offices provide the basis for the Commission comments that are presented in this part of the report. Parts Two, Three, and Four of the report reproduce those documents as submitted.

Preparation of the report

Assembly Bill 605 directs the Commission to submit its findings by March 1 every two years. The systemwide offices urged the Commission to request of Assemblywoman Hughes, the author of the legislation, an extension of the March 1 reporting deadline to June 1. The Commission agreed to do so, with the understanding that the segments would submit their reports to the Commission by March 1 in order to allow a thorough analysis of their data before the Commission forwarded their reports to the Legislature. The Office of the Chancellor of the California State University forwarded its report on March 28. The Office of the President of the University of California submitted its document on April 26. The Chancellor's Office of the California Community Colleges transmitted its report on May 23.

The Chancellor's Office provided the requested information in the unique employment categories used by California's Community Colleges. In terms of faculty, these categories are (1) Regular and Contract, and (2) Temporary and Part Time. In terms of staff, the categories are (1) Certificated Administrative,

(2) Professional, (3) Classified Administrative, and (4) Classified Employees.

The State University and the University of California reported their information in the reporting scheme developed by the Federal Equal Employment Opportunity Commission (EEO) in its survey form and its supplement referred to as EEO-6. A copy of these forms is reproduced in Appendix B on pages 33-34 of this report along with the definitions employed by the federal government for the relevant occupational sub-categories. For faculty, those categories are (1) Tenured, (2) Tenure-Track, and (3) Other Faculty. Staff are categorized as (1) Executive/Administrative/Managerial, (2) Professional/-Non-Faculty (3) Secretarial/Clerical (4) Technical/-Paraprofessional, (5) Skilled Crafts, and (6) Other.

Limitations of the report

The Commission's report has several limitations:

1. It contains a retrospective analysis of trends in the diversification of faculty and staff over the last decade within the EEO occupational categories. Although these categories have been consistent since 1977, collective bargaining agreements reached in 1981 at the California State University re-assigned staff whose positions were designed as confidential to the Executive/Administrative/Managerial category. As a consequence, interpretations of changes between 1977 and 1987 in this category for this system is subject to influence from this reclassification.
2. Each EEO occupational category is expansive. Because of these large aggregations, there is difficulty in determining and understanding the nature of changes in institutional staffing patterns during the last decade. For example, the "Professional/Non-Faculty" category includes student-service professionals, accountants, coaches, and librarians -- a mixture of occupations that appear to have little in common.
3. Finally, the report analyzes progress in the diversification of faculty and staff over the past decade, but as it suggests on pages 25-26, further examination is warranted in order to provide the basis for discussing future policy questions that are only suggested by these data

---

Organization of the Commission's comments

On pages 7-24 of this report, the Commission identifies changes in the composition of faculty and staff of the State University, the University, and the Community Colleges and discusses their affirmative action programs designed to increase faculty and staff diversity.

On pages 25-26, the Commission offers five findings from these data and provides recommendations on the future reporting of information on the staff in postsecondary education.

In the final section on pages 27-30, the Commission presents a prospectus for a study of faculty diversification that will analyze the factors related to diversification in a manner designed to expand future State policy options in this area.

2

Composition of the Faculty and Staff in Each of the Three Segments

THIS section of the report presents information on the composition of the professoriate and staff of each of the three public postsecondary segments for the 1987-88 academic year and offers comments on the progress of each segment in designing and implementing strategies and programs to achieve greater diversity as the year 2000 approaches. It also displays the corresponding figures for the 1977-78 year -- the first year that the categories presently in use were established -- in order to assess the extent to which the composition of these systems over the last decade has become more diverse in terms of ethnicity, race, and gender. The reports from the State University and the University reproduced later in this document present information on the incremental changes in the intervening years. However, the predominant patterns are most clear when viewed over the span of the entire decade, as illustrated here.

Changes at the California State University

Over the last decade, the composition of the student body of the California State University has become more diverse, as shown in Display 1 on pages 2-3 above:

- In 1977, less than 24 percent of the students attending the State University were from American Indian, Asian, Black, or Hispanic backgrounds; last fall, over 31 percent were from those backgrounds.
- Although there was a numerical increase in each racial-ethnic category, the growth in Asian and Hispanic students is most noteworthy. The number of Asian students attending the State University nearly tripled, and their proportional representation approximately doubled. While less pronounced, the growth in the enrollment of students from Hispanic backgrounds is notable: Their number nearly doubled during the decade, and their proportional representation reached the 10 percent level.
- In contrast, the proportion of students who are from American Indian and Black backgrounds decreased over the last ten years.
- The presence of women students in the State University increased in the last decade from 50.1 to 54.5 percent.

Progress among the faculty

Racial-ethnic composition: While solid advances have been forthcoming in diversifying the student body of the State University, progress in changing the racial and ethnic composition of its academic workforce has been considerably slower. Display 2 on pages 8-9 illustrates the following changes that occurred from 1977 to 1987:

- In 1977, American Indian, Asian, Black, and Hispanic faculty comprised 10.8 percent of the professoriate; faculty from these backgrounds accounted for 14.2 percent of the academic workforce in 1987. Each of these groups increased their numerical representation in the professoriate, while Asian and Hispanic faculty enhanced their proportional representation in the total academic workforce.
- Within the tenured ranks, there was an increase in the number and proportion of professors in each ethnic-racial category except Caucasians, whose proportional representation declined from 91 percent to 87.3 percent over the last ten years.
- Within the tenure-track category, there was an increase of 125 positions. Faculty from Asian, Hispanic, and Caucasian backgrounds experienced growth in this rank, with the numerical and proportional representation of Asians far outstripping the growth in other ethnic-racial categories. The proportional representation of Black faculty in this category decreased by nearly one-half,

DISPLAY 2 Number and Percent of Full-Time Faculty by Category, Gender, and Racial-

	Men							
	1977		1987		1977-1987		1977	
Occupational Category	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent Category
Tenured Faculty								
American Indian	20	0.3%	31	0.4%	+11	+55.0%	3	0.2%
Asian	364	5.1	478	6.9	+114	+31.3	52	3.5
Black	127	1.8	163	2.3	+36	+28.3	45	3.1
Hispanic	146	2.0	224	3.2	+78	+53.4	27	1.8
White	6,540	90.9	6,056	87.1	-484	-7.4	1,343	91.4
Total	7,197	100.0	6,952	100.0	-245	-3.4	1,470	100.0
Tenure Track Faculty								
American Indian	9	0.8	4	0.4	-5	-55.6	3	0.6
Asian	69	5.8	163	14.3	+94	+136.2	28	5.7
Black	63	5.3	35	3.1	-28	-44.4	43	8.8
Hispanic	58	4.8	62	5.4	+4	+6.9	30	6.1
White	998	83.4	874	76.8	-124	-12.4	386	78.8
Total	1,197	100.0	1,138	100.0	-59	-4.9	490	100.0
Other Faculty								
American Indian	7	0.7	1	0.1	-6	-85.7	5	1.2
Asian	52	5.2	69	9.5	+17	+32.7	10	2.3
Black	35	3.5	19	2.6	-16	-45.7	11	2.6
Hispanic	48	4.8	32	4.4	-16	-33.3	20	4.7
White	855	85.8	605	83.3	-250	-29.2	382	89.3
Total	997	100.0	726	100.0	-271	-27.2	428	100.0
Total Faculty								
American Indian	36	0.4	36	0.4	0	0.0	11	0.5
Asian	485	5.2	710	8.1	+225	+46.4	90	3.8
Black	225	2.4	217	2.5	-8	-3.6	99	4.1
Hispanic	252	2.7	318	3.6	+66	+26.2	77	3.2
White	8,393	89.4	7,535	85.5	-858	-10.2	2,111	88.4
Total	9,391	100.0	8,816	100.0	-575	-6.1	2,388	100.0

Note: Due to rounding, each column may not add to exactly 100.0 percent.

Source: California Postsecondary Education Commission.

Ethnic Background at the California State University, Fall 1977 and Fall 1987

Women				Total					
1987		1977-1987		1977		1987		1977-1987	
Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base
9	0.5%	+6	+200.0%	23	0.3%	40	0.5%	+17	+73.9%
87	5.0	+35	+67.3	416	4.8	565	6.5	+149	+35.8
59	3.4	+14	+31.1	172	2.0	222	2.6	+50	+29.1
56	3.2	+29	+107.4	173	2.0	280	3.2	+107	+61.8
1,522	87.8	+179	-13.3	7,883	91.0	7,578	87.3	-305	-3.9
1,733	100.0	+263	+17.9	8,667	100.0	8,685	100.0	+18	+0.2
5	0.7	+2	+66.7	12	0.7	9	0.5	-3	-25.0
42	6.2	+14	+50.0	97	5.7	205	11.3	+108	+111.3
31	4.6	-12	-27.9	106	6.3	66	3.6	-40	-37.7
32	4.7	+2	+6.7	88	5.2	94	5.2	+6	+6.8
564	83.7	+178	+46.1	1,384	82.0	1,438	79.4	+54	+3.9
674	100.0	+184	+37.6	1,687	100.0	1,812	100.0	+125	+7.4
4	0.8	-1	-20.0	12	0.8	5	0.4	-7	-58.3
23	4.5	+13	-130.0	62	4.5	92	7.5	+30	+48.4
19	3.7	+8	+72.7	46	3.2	38	3.1	-8	-17.4
20	3.9	0	0.0	68	4.8	52	4.2	-16	-23.5
442	87.0	+60	+15.7	1,237	86.8	1,047	84.8	-190	-15.4
508	100.0	+80	+18.7	1,425	100.0	1,234	100.0	-191	-13.4
18	0.6	+7	+63.6	47	0.4	54	0.5	+7	+14.9
152	5.2	+62	+68.9	575	4.9	862	7.3	+287	+49.9
109	3.7	+10	+10.1	324	2.8	326	2.8	+2	+0.6
108	3.7	+31	+40.3	329	2.8	426	3.6	+97	+29.5
2,528	86.7	+417	+19.8	10,504	89.2	10,063	85.8	-441	-4.2
2,915	100.0	+527	+22.1	11,779	100.0	11,731	100.0	-48	-0.4

from 6.3 percent to 3.6 percent during this time period.

- While there was an overall decrease of 191 non-ladder faculty positions at the State University, since 1977, both the number and proportion of Asians increased in this category.

Gender composition: In terms of the presence of women among the faculty in the State University, Display 2 indicates that positive changes have occurred:

- In the total academic workforce, the percentage of women has increased from 20.3 to 24.8 percent since 1977. The number of women in each ethnic-racial group grew, with Caucasian women experiencing the greatest numerical growth, although their proportional representation declined slightly among women faculty.
- Women occupied 17 percent of the tenured professorships in 1977 and 20 percent in 1987. The number of women in each racial-ethnic category increased, with the number of Caucasian women growing most dramatically. However, the proportional representation among women professors of Caucasians declined from 91.4 percent to 87.8 over the last decade.
- In the tenure-track rank, the proportional representation of women grew from 29 percent to 37.2 percent since 1977. The number of women in all racial-ethnic categories, with the exception of Black females, increased.
- The proportion of women in the non-ladder ranks grew from 30 percent to 41.2 percent over the last ten years, with Asian, Black, and Caucasian women sharing in this growth pattern. While Caucasian women experienced the largest numerical increase, their proportional representation declined.

Progress among the staff

Racial-ethnic composition: The staff of the State University has diversified ethnically and racially over the last decade, as demonstrated in Display 3 on pages 12-13:

- In 1977, nearly 26 percent of the total staff workforce was from American Indian, Asian, Black, or Hispanic backgrounds, compared to 31.5 percent in 1987. All racial-ethnic groups except Caucasians experienced growth in their numerical representation over the last decade, with the largest increases in the number and proportion of Asian and Hispanic staff members.
- For the Executive/Administrative/Managerial classification, staff in all racial-ethnic categories increased their numerical representation in the workforce, although this change is accounted for, to some extent, by the reclassification of positions carrying the confidential designation to this category in 1981. While the number of Caucasian staff in this category showed the most growth, the proportional representation of American Indian, Asian, Black, and Hispanic staff each more than doubled. As a consequence, these groups together increased their representation from 8.5 percent in 1977 to 20.6 percent in 1987.
- In the Professional/Non-Faculty category, the trend noted above, although less striking, was repeated. Each racial-ethnic category numerically increased; proportionally, the combined presence of American Indian, Asian, Black, and Hispanic staff accounted for 26.7 percent of the classification in contrast to 20.1 percent in 1977.
- In the Secretarial/Clerical category, substantive numerical gains were noted only for Hispanic staff. However, because of the dramatic decline in the number of Caucasian staff in this classification, American Indian, Asian, and Black staff evidenced a proportional increase.
- In the Technical/Paraprofessional classification, all racial-ethnic groups increased their numbers and only the proportional representation of Caucasians declined.

Gender composition: Display 3 provides evidence that progress has been achieved with regard to greater representation of women in the staff workforce of the State University:

- The proportion of women in the total staff workforce increased from 53.2 to 56.3 percent since 1977, with the number of women in every racial-ethnic category increasing. Only Caucasian women declined in proportional representation in the total staff workforce.
- There has been a dramatic growth in the number and proportion of women in the Executive/Ad-

ministrative/Managerial classification, which is attributable, in large measure, to the reclassification discussed above. In 1977, less than 8 percent of staff in this classification were women, compared to 34.5 percent in 1987. While Caucasian women experienced the largest numerical growth, the comparative growth in the number of American Indian, Asian, Black, and Hispanic women is striking. In 1977, only seven women from these racial-ethnic categories were in this classification; by 1987, there were 176 of these women in the Executive classification.

- The trend noted above, albeit less pronounced, is noted in the Professional/Non-Faculty classification. The proportion of women in this classification grew from 42.3 to 55.7 percent, with women in each racial-ethnic category increasing in number. Asian and Hispanic women improved their representation among women in this category, while the opposite was true for Black women.
- In the remaining classifications, women increased their proportional representation: In the Secretarial/Clerical category, the proportion of women increased from 91.7 to 93.7; in the Technical/Paraprofessional category, the percentage of women grew from 45.8 to 54.2; and, for the "Other Staff" category, the proportion of women expanded from 15 to 19 percent. In each classification, the proportion of Caucasian women decreased and the percentage of Asian and Hispanic women grew to the greatest extent.

Status of programs to diversify the faculty

Utilizing institutional and State resources, the State University has developed and implemented two programs designed to attract, retain, and promote individuals from groups underrepresented on postsecondary faculties:

- *Forgivable Loan/Doctoral Incentive Programs:* Begun in 1987, 60 students are participating in this program that identifies students in doctoral programs to receive loans in the amount of up to $10,000 per year for three years to facilitate completion of their dissertations. Upon receiving the doctorate, 20 percent of the loan is forgiven each year if the recipient becomes a faculty member at the State University.
- *Affirmative Action Faculty Development Program:* This program provides resources for research, publications, and release time to junior faculty in order to facilitate their retention and promotion. During the past ten years, over 1,600 awards have been provided through this program, and 80 percent of the participants have remained faculty members at the State University.

Status of programs to diversify the staff

The State University has initiated two programs to increase the number of staff from underrepresented backgrounds who are retained and promoted in the system:

- *Administrative Fellows Program:* Since 1978, ten faculty and staff members per year who have indicated an interest in pursuing an administrative career were invited to participate in this program. Among the program activities are the development of mentorships with senior administrators and participation in administrative training workshops. Of the past participants, 62 percent have been promoted within the administrative ranks.
- *Disabled Employees Assistive Device Program:* Designed to encourage the employment, retention, and promotion of disabled faculty and staff, this program provides special equipment and assistance services to meet the unique needs of disabled people. Approximately 200 faculty and staff each year receive services through this program that enables them to participate more fully in the academy.

DISPLAY 3 Number and Percent of Full-Time Staff by Category, Gender, and Racial-

	Men							
	1977		1987		1977-1987		1977	
Occupational Category	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent Category
Executive/Administrative/Managerial								
American Indian	0	0.0%	5	0.3%	+5	n/a	0	0.0%
Asian	8	1.8	59	3.9	+51	+637.5%	1	2.6
Black	14	3.2	137	9.0	+123	+878.6	5	13.2
Hispanic	12	2.7	104	6.8	+92	+766.7	1	2.6
White	408	92.3	1,222	80.0	+814	+199.5	31	81.6
Total	442	100.0	1,527	100.0	+1,085	+245.5	38	100.0
Professional/Non-Faculty								
American Indian	16	1.1	12	0.8	-4	-25.0	6	0.5
Asian	63	4.1	111	7.7	+48	+76.2	68	6.1
Black	116	7.6	131	9.0	+15	+12.9	99	8.8
Hispanic	113	7.4	142	9.8	+29	+25.7	51	4.5
White	1,215	79.8	1,052	72.7	-163	-13.4	897	80.0
Total	1,523	100.0	1,448	100.0	-75	-4.9	1,121	100.0
Secretarial/Clerical								
American Indian	8	1.8	3	1.0	-5	-62.5	24	0.5
Asian	27	5.9	32	11.9	+5	+18.5	302	6.0
Black	63	13.8	42	15.6	-21	-33.3	392	7.8
Hispanic	47	10.3	39	14.5	-8	-17.0	505	10.1
White	310	68.1	153	56.9	-157	-50.6	3,794	75.6
Total	455	100.0	269	100.0	-186	-40.9	5,017	100.0
Technical/Paraprofessional								
American Indian	5	0.4	10	0.8	+5	+100.0	4	0.4
Asian	63	5.1	119	9.0	+56	+88.9	67	6.4
Black	61	5.0	83	6.3	+22	+36.1	55	5.3
Hispanic	68	5.5	107	8.1	+39	+57.4	43	4.1
White	1,034	84.0	1,005	75.9	-29	-2.8	871	83.8
Total	1,231	100.0	1,324	100.0	+93	+7.6	1,040	100.0
Other Staff								
American Indian	34	1.1	30	1.4	-4	-11.8	6	1.1
Asian	222	7.0	214	9.6	-8	-3.6	26	4.6
Black	509	16.0	352	15.8	-157	-30.8	165	29.4
Hispanic	492	15.5	480	21.6	-12	-2.4	57	10.2
White	1,924	60.5	1,145	51.6	-779	-37.4	307	54.7
Total	3,181	100.0	2,221	100.0	-960	-30.2	561	100.0
Total Staff								
American Indian	63	0.9	60	0.9	-3	-4.8	40	0.5
Asian	383	5.6	535	7.9	+152	+39.7	464	6.0
Black	763	11.2	745	11.0	-18	-2.4	716	9.2
Hispanic	732	10.7	872	12.8	+140	+19.1	657	8.4
White	4,891	71.6	4,577	67.4	-314	-6.4	5,900	75.9
Total	6,832	100.0	6,789	100.0	-43	-0.6	7,777	100.0

Note: Due to rounding, each column may not add to exactly 100.0 percent.

Source: California Postsecondary Education Commission.

Ethnic Background at the California State University, Fall 1977 and Fall 1987

Women				Total					
1987		1977-1987		1977		1987		1977-1987	
Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base
9	1.0%	+9	n/a	.0	0.0%	14	0.6%	+14	n/a
51	6.3	+50	+5000.0%	.9	1.9	110	4.7	+101	+1122.2%
73	9.1	+68	+1360.0	19	4.0	210	9.0	+191	+1005.3
43	5.3	+42	+4200.0	13	2.7	147	6.3	+134	+1030.8
630	78.2	+599	+1932.3	439	91.5	1,852	79.4	+1,413	+321.9
806	100.0	+768	+2021.0	480	100.0	2,333	100.0	+1,853	+386.0
14	0.8	+8	+133.3	22	0.8	26	0.8	+4	+18.2
169	9.3	+101	+148.5	131	5.0	280	8.6	+149	+113.7
138	7.6	+39	+39.4	215	8.1	269	8.2	+54	+25.1
158	8.7	+107	+209.8	164	6.2	300	9.2	+136	+82.9
1,345	73.7	+448	+49.9	2,112	79.9	2,397	73.3	+285	+13.5
1,824	100.0	+703	+62.7	2,644	100.0	3,272	100.0	+628	+23.8
29	0.7	+5	+20.8	32	0.6	32	0.7	0	0
295	7.3	-7	-2.3	329	6.0	327	7.6	-2	-0.6
382	9.5	-10	-2.6	455	8.3	424	9.9	-31	-6.8
576	14.3	+71	+14.1	552	10.1	615	14.3	+63	+11.4
2,744	68.2	-1,050	-27.7	4,104	75.0	2,897	67.5	-1,207	-29.4
4,026	100.0	-991	-19.8	5,472	100.0	4,295	100.0	-1,177	-21.5
16	1.0	+12	+300.0	9	0.4	26	0.9	+17	+188.9
138	8.8	+71	+104.4	130	5.7	257	8.9	+127	+97.7
137	8.8	+82	+149.1	116	5.1	220	7.6	+104	+89.7
152	9.7	+109	+253.5	111	4.9	259	9.0	+148	+133.3
1,122	71.7	+251	+28.8	1,905	83.9	2,127	73.6	+222	+11.7
1,565	100.0	+525	+50.5	2,271	100.0	2,889	100.0	+618	+27.2
2	0.4	-4	-66.7	40	1.1	32	1.2	-8	-20.0
40	7.7	+14	+53.8	248	6.6	254	9.3	+6	+2.4
153	29.3	-12	-7.3	674	18.0	505	18.4	-169	-25.1
101	19.3	+44	+77.2	549	14.7	581	21.2	+32	+5.8
226	43.3	-81	-26.4	2,231	59.6	1,371	50.0	-860	-38.5
522	100.0	-39	-7.0	3,742	100.0	2,743	100.0	-999	-26.7
70	0.8	+30	+75.0	103	0.7	130	0.8	+27	+26.2
693	7.9	+229	+49.4	847	5.8	1,228	7.9	+381	+45.0
883	10.1	+167	+23.2	1,479	10.1	1,628	10.5	+149	+10.1
1,030	11.8	+373	+56.8	1,389	9.5	1,902	12.2	+513	+36.9
6,067	69.4	+167	+2.8	10,791	73.9	10,644	68.5	-147	-1.4
8,743	100.0	+966	+12.4	14,609	100.0	15,532	100.0	+923	+6.3

Changes at the University of California

Over the last decade, the University of California has made significant progress in diversifying its student body, particularly at the undergraduate level, as Display 1 earlier illustrated:

- In 1977, slightly more than 20 percent of its students were from American Indian, Asian, Black, or Hispanic backgrounds. In the fall of 1987, approximately one-third of its students were from these backgrounds.
- The extent of diversity is evident by the increase in the number and percentage of students from each of these categories attending the University, with more than a doubling of the enrollments of Asian and Hispanic students in the system.
- The percentage of women at the University has increased in the last ten years by 4 percent to nearly half of the student body.

Progress among the faculty

Racial-ethnic composition: While less significant than the progress evidenced in diversification of the student body, the University has made slow advances in diversifying its faculty racially and ethnically, as shown in Display 4 on pages 16-17:

- The total academic workforce became more diverse in the last ten years. In 1977, American Indian, Asian, Black, and Hispanic faculty comprised less than 12 percent of the academic workforce. In Fall 1987, 14.4 percent of the faculty were from these backgrounds. This growth is exclusively due to the increase in the number of Asian and Hispanic faculty, since the number of Black faculty declined in the last decade.
- In the tenured ranks, while the number of Caucasians increased substantially, the number and proportion of American Indian, Asian, Black, and Hispanic faculty also increased. By 1984, these groups comprised nearly 11 percent of the tenured faculty category in contrast to their combined proportion of 8 percent in 1977.
- On the other hand, the tenure-track classification showed the opposite trend. While the number of tenure-track positions at the University declined overall since 1977, the representation of American Indian and Black individuals in this category suffered a disproportionate decrease. The proportional decline in Hispanic faculty at this level was slightly below that for the University as a whole. The representation of Asians in the tenure-track categorization experienced a 72.4 percent growth in the last ten years.
- In the "Other Faculty" category that is comprised of all non-ladder positions, the number of these slots decreased overall at the University, with the percentage of American Indian and Black instructors declining disproportionately. Both Asian and Hispanic representation in this category increased in the last decade.

Gender composition: In terms of the representation of women on the faculty, Display 4 presents figures indicating that the status of women has improved to some extent at the University:

- Overall, women now comprise 22.5 percent of the academic workforce in contrast to 17.8 percent in 1977. Increases in the number of Caucasian women, and to a less extent Asian and Hispanic females, accounted for the overall progress of women.
- In the ranks of tenured faculty, the number of women in all racial-ethnic categories more than doubled over the last decade, with Asian women experiencing better than a triple-fold increase.
- There was a slight decline in the number of tenure-track positions occupied by women in the University since 1977. Most of that decline occurred for Caucasian women. However, this decline was substantially less than the overall reduction of these positions resulting in an increased representation of women in this category. The number of positions filled by Asian and Hispanic women actually increased over the decade.
- The "Other Faculty" category evidenced an overall increase for women of 15.4 percent, with the majority of the numerical growth in the Caucasian category but high proportional growth evidenced among Asian and Hispanic women.

Progress among the staff

Racial-ethnic composition: The staff workforce of the University has diversified over the last ten years in terms of the representation of individuals from various racial-ethnic categories, as Display 5 on pages 18-19 illustrates:

- In 1977, 30 percent of the staff workforce was composed of individuals from American Indian, Asian, Black, and Hispanic backgrounds. Ten years later, over 34 percent of the staff were from those backgrounds. While the number of individuals from each racial-ethnic category grew, with Caucasians experiencing the greatest numerical increase of 5,150, proportionally the representation of Caucasians declined over the last decade. The proportion of staff who were Asian and Hispanic increased the most.
- Changes in the staff categories of Executive/Administrative/Managerial and Professional/Non-Faculty are consistent with most of the overall staff trends in which the representation of individuals in the workforce from American Indian, Asian, Black, and Hispanic backgrounds increased numerically and proportionally. Proportional growth was most striking in the Asian and Hispanic staff workforce.
- The number and proportion of American Indian, Asian, Black, and Hispanic individuals in the Secretarial/Clerical classification grew since 1977, with the Asian and Hispanic categories experiencing the largest proportional increase and Caucasian representation declining.
- In terms of all other staff classifications, Caucasians continued to be the numerical majority, although their proportional representation declined over the last decade. Proportionally, a similar trend was evidenced among Black staff. Asian and Hispanic staff increased in their numerical and proportional representation in this classification as well.

Gender composition: Display 5 provides evidence that progress toward greater representation of women on the staff is occurring in the University:

- The number of women in the staff workforce increased by 7,691 in the last decade, while their percentage grew by 1.5 percent to 65.7.
- There were 771 more women in the Executive/-Administrative/Managerial classification in 1987, than in 1977, which represents growth from 28.6 percent to over 46 percent. While the numerical growth was greatest among Caucasian women, each racial-ethnic category evidenced an increase -- resulting in a proportionally more diverse mix of top women administrators.
- A similar trend was observed within the Professional/Non-Faculty classification, with the proportion of women increasing from 64.3 to 69.3 percent in the last decade. Caucasian women increased their numbers substantially, although all ethnic categories of women experienced growth. As a consequence, increasingly more diversity was observed among women in this category in 1987 than in 1977.
- More even division among men and women was evident in the Secretarial/Clerical classification in 1987 than in 1977. The proportion of women declined from 86.5 to 83.6 percent, although the number of females increased by 1,885 in comparison to 944 for men. There was a numerical and proportional increase among all categories of men and women, except Caucasian women, in this classification.
- The proportion of women in the Technical/Paraprofessional and "Other Staff" classifications declined. However, women staff in these classifications became a more diverse group as the proportion of American Indian, Asian, Black and Hispanic females increased in both categories. On the other hand, the number and proportion of Black and Caucasian women declined in these categories over the last decade.

Status of programs to diversify the faculty

Utilizing institutional and State resources, the University has designed and implemented a set of programs whose combined goal is to increase the number of tenured professors from backgrounds historically underrepresented in the academy. To achieve this goal, the programs are interwoven through the "pipeline" concept. The first program is directed at students in the junior year of undergraduate school, and the final program in the pipeline is geared toward faculty one year from the start of the tenure appraisal process. A brief description of these programs follows:

- *Graduate Outreach:* Recruitment efforts at the University, State University, and out-of-state institutions have encouraged and prepared 76 undergraduates to engage in the highly selective

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DISPLAY 4 Number and Percent of Full-Time Faculty by Category, Gender, and

	Men							
	1977		1987		1977-1987		1977	
Occupational Category	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent Category
Tenured Faculty								
American Indian	12	0.2%	13	0.2%	+1	+8.3%	1	0.3%
Asian	216	4.5	312	5.8	+96	+44.4	10	2.9
Black	59	1.2	90	1.7	+31	+52.5	8	2.3
Hispanic	83	1.7	150	2.8	+67	+80.7	11	3.2
White	4,431	92.3	4,856	89.6	+425	+9.6	313	91.3
Total	4,801	100.0	5,421	100.0	+620	+12.9	343	100.0
Tenure Track Faculty								
American Indian	6	0.5	1	0.1	-5	-83.3	4	1.2
Asian	58	5.0	104	13.7	+46	+79.3	18	5.4
Black	40	3.5	11	1.4	-29	-72.5	15	4.5
Hispanic	63	5.5	39	5.1	-24	-38.1	14	4.2
White	983	85.5	605	79.6	-378	-38.5	285	84.8
Total	1,150	100.0	760	100.0	-390	-33.9	336	100.0
Other Faculty								
American Indian	25	0.5	4	0.1	-21	-84.0	10	0.6
Asian	434	8.7	528	12.7	+94	+21.7	148	8.7
Black	84	1.7	48	1.2	-36	-42.9	69	4.1
Hispanic	113	2.3	121	2.9	+8	+7.1	44	2.6
White	4,355	86.9	3,458	83.1	-897	-20.6	1,427	84.0
Total	5,011	100.0	4,159	100.0	-852	-17.0	1,698	100.0
Total Faculty								
American Indian	43	0.4	18	0.2	-25	-58.1	15	0.6
Asian	708	6.5	944	9.1	+236	+33.3	176	7.4
Black	183	1.7	149	1.4	-34	-18.6	92	3.9
Hispanic	259	2.4	310	3.0	+51	+19.7	69	2.9
White	9,769	89.1	8,919	86.3	-850	-8.7	2,025	85.2
Total	10,962	100.0	10,340	100.0	-622	-5.7	2,377	100.0

Note: Due to rounding, each column may not add to exactly 100.0 percent.

Source: California Postsecondary Education Commission.

Racial-Ethnic Background at the University of California, Fall 1977 and Fall 1987

Women				Total					
1987		1977-1987		1977		1987		1977-1987	
Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base
3	0.4%	+2	+200.0%	13	0.3%	16	0.3%	+3	+23.1%
36	5.0	+26	+260.0	226	4.4	348	5.7	+122	+54.0
16	2.2	+8	+100.0	67	1.3	106	1.7	+39	+58.2
29	4.0	+18	+163.6	94	1.8	179	2.9	+85	+90.4
640	88.4	+327	+104.5	4,744	92.2	5,496	89.4	+752	+15.9
724	100.0	+381	+111.1	5,144	100.0	6,145	100.0	+1001	+19.5
0	0.0	-4	-100.0	10	0.7	1	0.1	-9	-90.0
27	8.7	+9	+50.0	76	5.1	131	12.2	+55	+72.4
13	4.2	-2	-13.3	55	3.7	24	2.2	-31	-56.4
19	6.1	+5	+35.7	77	5.2	58	5.4	-19	-24.7
253	81.1	-32	-11.2	1,268	85.3	858	80.0	-410	-32.3
312	100.0	-24	-7.1	1,486	100.0	1,072	100.0	-414	-27.9
6	0.3	-4	-40.0	35	0.5	10	0.2	-25	-71.4
223	11.4	+75	+50.7	582	8.7	751	12.3	+169	+29.0
61	3.1	-8	-11.6	153	2.3	109	1.8	-44	-28.8
61	3.1	+17	+38.6	157	2.3	182	3.0	+25	+15.9
1,608	82.1	+181	+12.7	5,782	86.2	5,066	82.8	-716	-12.4
1,959	100.0	+261	+15.4	6,709	100.0	6,118	100.0	-591	-8.8
9	0.3	-6	-40.0	58	0.4	27	0.2	-31	-53.4
286	9.5	+110	+62.5	884	6.6	1,230	9.2	+346	+39.1
90	3.0	-2	-2.2	275	2.1	239	1.8	-36	-13.1
109	3.6	+40	+58.0	328	2.5	419	3.1	+91	+27.7
2,501	83.5	+476	+23.5	11,794	88.4	11,420	85.6	-374	-3.2
2,995	100.0	+618	+26.0	13,339	100.0	13,335	100.0	-4	+0.0

DISPLAY 5 Number and Percent of Staff by Category, Gender, and Racial-

	Men							
	1977		1987		1977-1987		1977	
Occupational Category	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent Category
Executive/Administrative/Managerial								
American Indian	2	0.2%	3	0.2%	+1	+50.0%	0	0.0%
Asian	23	2.1	52	3.7	+29	+126.1	7	1.6
Black	63	5.7	75	5.4	+12	+19.0	26	5.8
Hispanic	30	2.7	62	4.4	+32	+106.7	6	1.3
White	997	89.4	1,205	86.3	+208	+20.9	408	91.3
Total	1,115	100.0	1,397	100.0	+282	+25.3	447	100.0
Professional/Non-Faculty								
American Indian	21	0.5	17	0.3	-4	-19.0	29	0.4
Asian	401	9.3	682	12.1	+281	+70.1	938	12.1
Black	199	4.6	286	5.1	+87	+43.7	340	4.4
Hispanic	186	4.3	318	5.7	+132	+71.0	220	2.8
White	3,508	81.3	4,322	76.8	+814	+23.2	6,240	80.3
Total	4,315	100.0	5,625	100.0	+1,310	+30.4	7,767	100.0
Secretarial/Clerical								
American Indian	12	0.5	20	0.6	+8	+66.7	115	0.8
Asian	180	8.1	405	12.8	+225	+125.0	1,014	7.1
Black	334	15.1	415	13.1	+81	+24.3	1,699	12.0
Hispanic	265	12.0	395	12.5	+130	+49.1	1,213	8.5
White	1,423	64.3	1,923	60.9	+500	-35.1	10,147	71.5
Total	2,214	100.0	3,158	100.0	+944	+42.6	14,188	100.0
Technical/Paraprofessional								
American Indian	16	0.6	13	0.5	-3	-18.8	20	0.7
Asian	191	7.6	370	12.9	+179	+93.7	197	7.0
Black	317	12.6	359	12.5	+42	+13.2	626	22.1
Hispanic	190	7.5	272	9.5	+82	+43.2	285	10.1
White	1,803	71.6	1,849	64.6	+46	+2.6	1,706	60.2
Total	2,517	100.0	2,863	100.0	+346	+13.7	2,834	100.0
Other Staff								
American Indian	54	1.0	57	1.1	+3	+5.6	13	0.7
Asian	270	5.4	518	10.1	+248	+91.9	98	5.0
Black	1,178	23.7	1,110	21.6	-68	-5.8	895	45.9
Hispanic	731	14.7	1,040	20.3	+309	+42.3	273	14.0
White	2,745	55.1	2,403	46.9	-342	-12.5	669	34.3
Total	4,978	100.0	5,128	100.0	+150	+3.0	1,948	100.0
Total Staff								
American Indian	105	0.7	110	0.6	+5	+4.8	177	0.7
Asian	1,065	7.0	2,027	11.2	+962	+90.3	2,254	8.3
Black	2,091	13.8	2,245	12.4	+154	+7.4	3.586	13.2
Hispanic	1,402	9.3	2,087	11.5	+685	+48.9	1,997	7.3
White	10,476	69.2	11,702	64.4	+1,226	+11.7	19,170	70.5
Total	15,139	100.0	18,171	100.0	+3,032	+20.0	27,184	100.0

Note: Due to rounding, each column may not add to exactly 100.0 percent.

Source: California Postsecondary Education Commission.

Ethnic Background at the University of California, Fall 1977 and Fall 1987

Women				Total					
1987		1977-1987		1977		1987		1977-1987	
Number	Percent of Category	Number Change	Percent Change of 1977 Base	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base
9	0.7%	+9	n/a	2	0.1%	12	0.5%	+10	+500.0%
47	3.9	+40	+571.4%	30	1.9	99	3.8	+69	+230.0
82	6.7	+56	+215.4	89	5.7	157	6.0	+68	+76.4
41	3.4	+35	+583.3	36	2.3	103	3.9	+67	+186.1
1,039	85.3	+631	+154.7	1,405	89.9	2,244	85.8	+839	+59.7
1,218	100.0	+771	+172.5	1,562	100.0	2,615	100.0	+1,053	+67.4
57	0.4	+28	+96.6	50	0.4	74	0.4	+24	+48.0
1,864	14.7	+926	+98.7	1,339	11.1	2,546	13.9	+1,207	+90.1
650	5.1	+310	+91.2	539	4.5	936	5.1	+397	+73.7
549	4.4	+329	+149.5	406	3.4	867	4.7	+461	+113.5
9,549	75.4	+3,309	+53.0	9,748	80.7	13,871	75.8	+4,123	+42.3
12,669	100.0	+4,902	+63.1	12,082	100.0	18,294	100.0	+6,212	+51.4
134	0.8	+19	+16.5	127	0.8	154	0.8	+27	+21.3
1,598	9.9	+584	+57.6	1,194	7.3	2.003	10.4	+809	+67.8
2,208	13.7	+509	+30.0	2,033	12.4	2,623	13.6	+590	+29.0
1,897	11.8	+684	+56.4	1,478	9.0	2,292	11.9	+814	+55.1
10,236	63.7	+89	+0.9	11,570	70.5	12,159	63.2	+589	+5.1
16,073	100.0	+1,885	+13.3	16,402	100.0	19,231	100.0	+2,829	+17.2
29	1.0	+9	+45.0	36	0.7	42	0.7	+6	+16.7
441	14.6	+244	-123.9	388	7.3	811	13.8	+423	+109.0
535	17.7	-91	-14.5	943	17.6	894	15.2	-49	-5.2
337	11.2	+52	+18.2	475	8.9	609	10.4	+134	+28.2
1,679	55.6	-27	-1.6	3,509	65.6	3,528	60.0	+19	+0.5
3,021	100.0	+137	+6.6	5,351	100.0	5,884	100.0	+533	+10.0
12	0.6	-1	-7.7	67	1.0	69	1.0	+2	+3.0
256	13.5	-158	+161.2	368	5.3	774	11.0	+406	+110.3
622	32.8	-273	-30.5	2,073	29.9	1,732	24.7	-341	-16.4
413	21.8	+140	+51.3	1,004	14.5	1.453	20.7	+449	+44.7
591	31.2	-78	-11.7	3,414	49.3	2,994	42.6	-420	-12.3
1,894	100.0	-54	-2.8	6,926	100.0	7,022	100.0	+96	+1.4
241	0.7	+64	+36.2	282	0.7	351	0.7	+69	+24.5
4,206	12.1	+1,952	+86.6	3,319	7.8	6,233	11.8	+2,914	+87.8
4,097	11.6	+511	+14.2	5,677	13.4	6,342	12.0	+665	+11.7
3,237	9.3	+1,240	+62.1	3,399	8.0	5,324	10.0	+1,925	+56.6
23,094	66.2	+3,924	+20.5	29,646	70.0	34,796	65.6	+5,150	+17.4
34,875	100.0	+7,691	+28.3	42,323	100.0	53,046	100.0	+10,723	+25.3

process of gaining admission to the academic graduate programs of the University through a summer internship experience.

- *Research Assistantship/Mentorship Program:* Once admitted, 50 graduate students each year receive financial support and mentoring from University faculty in order to gain advanced research experience prior to the initiation of their dissertation study.
- *Dissertation-Year Fellowships:* Upon advancement to candidacy, approximately 30 students each year receive a $12,000 stipend to complete their dissertations, at which time their curriculum vitae are distributed to University campuses selecting new faculty.
- *President's Fellowships:* Support for post-doctoral study and research are available to approximately 100 promising scholars who intend to pursue academic careers upon doctoral completion.
- *Targets of Opportunity for Diversity Program:* By creating additional positions for this purpose, 66 faculty from racial and ethnic backgrounds underrepresented in the professoriate and women have been appointed by the University at various ranks as of the 1985-86 year.
- *Faculty Development Program:* Eighty junior faculty receive support, release time, and mentoring by senior professors on research studies that may influence their tenure appraisal.

These programs have been developed and implemented only in the last few years. As such, insufficient time has elapsed to provide demonstrable evidence of their effectiveness. However, the identification of strategic points in the attainment of tenure and the design of responsive programmatic interventions to affect progress through this path by individuals from underrepresented backgrounds indicates the intention of the University to direct attention to the issue of academic workforce diversification in the future. Further analysis of these programs and their impact on the composition of the professoriate may provide valuable information on strategies that lead to greater diversification of postsecondary education.

Status of programs to diversify the staff

The University has designed a series of programs whose combined goai is to attract, retain, and promote staff members from underrepresented backgrounds:

- *Staff Affirmative Action Development Program:* Campus-based training and development opportunities are provided for staff that take the form of career development workshops, educational scholarships, technical skills programs, internships, and assessment activities.
- *Management Fellowship Program* Promising staff are selected to receive mentoring from a senior management person, with the expectation that this experience will lead to the development of skills critical for promotional opportunities.

Although designed to meet the myriad of needs in the University community for skill development and training, because of resource constraints, these programs reach only a small proportion of the staff from underrepresented backgrounds for whom the programs were developed. To further assist in the recruitment and advancement of these staff, additional analysis are required on the types of programs and resources needed.

Changes at the California Community Colleges

Progress has been achieved within the last decade in diversifying the student body of the California Community Colleges, as Display 1 showed:

- In 1977, 28.1 percent of the students attending these colleges were from American Indian, Asian, Black, and Hispanic backgrounds. Ten years later, individuals from these backgrounds constituted over one-third of the student body.
- The number and proportion of Asian students doubled in the last decade.
- Although less dramatic than the increase in Asian students, the number and proportion of Hispanic students increased considerably.

- On the other hand, the number of Black students attending the Community Colleges declined by 26 percent, or by over 30,000 participants, between 1977 and 1987.
- The presence of women increased from 52.7 to 57.2 percent in the last decade.

As discussed on pages 4-5 above, the Chancellor's Office of the California Community Colleges submitted information to the Commission utilizing occupational categories appropriate to its system in this reporting cycle. Because these categories are different than those employed by the colleges in the past, comparable figures for 1977 are available only for the total faculty and staff categories. Consequently, Displays 6 and 7 on pages 22-23 provide subcategory information only for the 1987 year.

Progress among the faculty

Racial-ethnic composition: The advances of the Community Colleges in diversifying their student body were mirrored, to a lesser extent, by changes in the racial and ethnic composition of their academic workforce. Display 6 at the top of pages 22-23 presents information on the composition of the faculty of all 106 Community Colleges:

- Over 14 percent of the total academic workforce of the Community Colleges consisted of faculty from American Indian, Asian, Black, and Hispanic backgrounds in 1987.
- In 1987, a slightly larger proportion of the Regular and Contract Faculty (15.5 percent), in contrast to the part-time instructional staff (14.5 percent) were from backgrounds historically underrepresented in the academy. Because full-time faculty are often recruited from the part-time ranks, the lack of part-time faculty from underrepresented backgrounds is a matter of concern in terms of the capacity of the system to diversify its academic workforce in the future.
- Numerically and proportionally, the presence in the Regular and Contract ranks of faculty from American Indian, Asian, Black, and Hispanic backgrounds increased in the ten years. In 1977, 12.6 percent of this faculty rank were from underrepresented backgrounds; ten years later, the proportion grew to 14.5 percent, despite the loss of 1,567 positions among regular and contract faculty throughout the system. The number and proportion of Asian faculty grew most dramatically among the underrepresented populations.

Gender composition: Positive changes occurred in the Community Colleges with respect to the presence of women in the professoriate, as Display 6 illustrates:

- Women comprised over 41 percent of the total academic workforce of the Community Colleges in 1987.
- There was greater representation of women in the temporary and part-time rank than among the regular and contract faculty in 1987. Nearly 44 percent of the part-time faculty were women in contrast with 37 percent of the professors on contract.
- The presence of women in contract positions increased from 32.7 percent to over 37 percent over the decade despite the overall decline of 9.3 percent in this faculty rank in the system.

Progress among the staff

Racial-ethnic composition: The staff of the Community Colleges diversified ethnically and racially during the last ten years, as the figures in Display 7 on the bottom of pages 22-23 demonstrate:

- Increasingly, the total workforce grew in its representation of American Indian, Asian, Black, and Hispanic staff members from 25.6 percent in 1977 to nearly one-third in 1987 despite the loss of 1,107 positions during this time period. While the number of staff from each of these racial-ethnic backgrounds grew, Asian and Hispanic numerical and proportional representation changed most significantly.
- The staff category that was least diversified was the Classified Administrators, while the category of Classified Employees was most racially and ethnically heterogeneous in 1987.

Gender composition: Enhanced representation of women was achieved among the staff of the Community Colleges, as seen in Display 7:

- The presence of women in the total staff workforce grew from 53.3 percent in 1977 to 55.7 percent

DISPLAY 6 *Number and Percent of Faculty by Occupational Category, Gender, and*

	Regular and Contract Faculty					
	1977		1987		1977-1987	
Racial-Ethnic Background	Number	Percent of Category	Number	Percent of Category	Number Change	Percent Change of 1977 Base
American Indian	73	0.4%	92	0.6%	+19	+26.0%
Asian	444	2.6	599	3.9	+155	34.9
Black	763	4.5	798	5.2	+35	+4.6
Hispanic	853	5.0	891	5.8	+38	+4.5
White	14,788	87.4	12,974	84.5	-1,814	-12.3
Total Faculty	16,921	100.0	15,354	100.0	-1,567	-9.3
Gender						
Men	11,389	67.3	9,658	62.9	-1,731	-15.2
Women	5,532	32.7	5,696	37.1	+164	+3.0
Total Faculty	16,921	100.0	15,354	100.0	-1,567	-9.3

Note: Due to rounding, each column may not add to exactly 100.0 percent.

Source: California Postsecondary Education Commission.

DISPLAY 7 *Number and Percent of Staff by Occupational Category, Gender, and Racial-*

	Certificated Administrative		Professional		Classified Administrative	
	1987		1987		1987	
Racial-Ethnic Background	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category
American Indian	16	1.0%	7	0.4%	5	0.8%
Asian	58	3.6	176	9.9	25	3.8
Black	169	10.4	194	10.9	45	6.9
Hispanic	148	9.1	206	11.6	56	8.6
White	1,233	75.9	1,195	67.2	517	79.9
Total Staff	1,624	100.0	1,778	100.0	648	100.0
Gender						
Men	1,150	70.8	859	48.3	411	63.4
Women	474	29.2	919	51.7	237	36.5
Total Staff	1,624	100.0	1,778	100.0	648	100.0

Note: Due to rounding, each column may not add to exactly 100.0 percent.

Source: California Postsecondary Education Commission.

Racial-Ethnic Background at All California Community Colleges, Fall 1977 and Fall 1987

Temporary and Part-Time Faculty		Total Faculty	
1987		1987	
Number	Percent of Category	Number	Percent of Category
151	0.6%	243	0.6%
978	3.9	1,577	3.9
878	3.5	1,676	4.1
1,354	5.4	2,245	5.6
21,695	86.5	34,669	85.8
25,056	100.0	40,410	100.0
14,081	56.2	23,739	58.7
10,975	43.8	16,671	41.3
25,056	100.0	40,410	100.0

Ethnic Background at All California Community Colleges, Fall 1977 and Fall 1987

Classified Employees		Total Staff					
1987		1977		1987		1977-1988	
Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Nunber Change	Percent Change of 1977 Base
114	0.8%	130	0.7%	142	0.8%	+12	+9.2%
1,115	7.8	907	4.7	1,372	7.5	+465	+51.3
1,587	11.1	1,983	10.2	1,995	10.9	+12	+0.6
2,058	14.4	1,963	10.1	2,468	13.5	+505	+25.7
19,420	65.9	4,468	74.4	12,365	67.4	-2,103	-14.5
14,294	100.0	19,451	100.0	18,344	100.0	-1,107	-5.7
5,703	39.9	9,080	46.7	8,123	44.3	-957	-10.5
8,591	60.1	10,371	53.3	10,221	55.7	-150	-1.4
14,294	100.0	19,451	100.0	18,344	100.0	-1,107	-5.7

this past fall, despite the reduction of over 1,100 positions.

- The composition of the Certificated Administrators category was the least representative of women, while the Professional classification was most heterogeneous in terms of gender.

Status of programs to diversify the faculty

The Fund for Instructional Improvement is designed to enhance the professional development of faculty in the Community Colleges. A goal of this program is the retention and promotion of faculty from underrepresented backgrounds within the system.

In the past, the primary vehicle through which the Community Colleges diversified the academic workforce of the system was adherence to federal and State affirmative action procedures. An innovative approach that the Chancellor's office plans to initiate in the future is the Affirmative Action Registry. Based upon an electronic bulletin board concept, a statewide network would be established to distribute information on vacant positions and disseminate resumes of prospective applicants throughout the system. A proposal to develop and implement the registry will be presented to the Governor and Legislature in the future.

Status of programs to diversity the staff

Two mechanisms exist in the Community Colleges to provide opportunities for staff mobility:

- In the vocational education area, staff development to promote greater representation of women is part of program improvement activities. Staff who serve students from underrepresented backgrounds and those with disabilities are the priority participants in these activities.

- The Employer-Based Training Unit implements staff development activities through its Vocational Instruction and Career Counselor In-Service Training Program. Through this program, staff learn instructional strategies and career guidance techniques to improve their skills as well as counsel students more effectively.

3 Summary and Recommendations

Summary of findings

The faculty and staff in California's public colleges and universities are more diverse today than in 1977. In that sense, change has occurred in terms of the presence on college and university campuses of American Indian, Asian, Black, and Hispanic professors and staff as well as women. However, the changing composition of the State and the student bodies of these institutions intensifies the focus on the extent to which progress in diversifying the faculty and administration has been excruciatingly slow and the results small. Without substantial changes, the question remains: *Can California, the first mainland State in which no one racial or ethnic group will be a majority of the residents by the year 2000 and in which the population of women is growing, maintain its leadership position in the country economically, technologically, politically, and internationally?*

Within this general picture of concern, five major findings emerge from this report:

1. Great similarity exists in the trends observed among the three public segments of higher education in the State in terms of changes in the composition of their academic and staff workforces over the last decade.

2. Among all racial-ethnic groups, the proportion of faculty and staff from Asian and Hispanic backgrounds increased the most.

3. Of all the underrepresented groups, Black faculty and staff experienced less growth in all systems. Numerically and proportionally, the Black presence declined in many areas of the academy.

4. Women were more represented in the academic and staff workforces of each segment in 1987 than a decade earlier.

5. While the number of Caucasian women increased to a greater extent than other categories of women, the proportion of women from underrepresented backgrounds proportionally increased to a greater extent. In particular, the change in the number and proportion of Asian women was noteworthy.

Recommendations for the future

Although this report satisfies the Commission's statutory reporting requirement by providing a picture of the ethnic and gender composition of the faculty and staff in the three segments, further analysis is needed to assess the extent to which an unique opportunity exists to diversify the faculty and staff by the turn of the century, given the massive replacement efforts that are anticipated by the three public systems in order to replenish their professorial ranks. In particular, comprehensive information is necessary to guide policy discussions and develop statewide strategies to address the issues of faculty and staff diversification.

To that end, the Commission recommends that:

1. A project be initiated to study the issues surrounding faculty diversification, including but not limited to, the following variables:
   - Anticipated faculty hiring opportunities by virtue either of retirements or anticipated growth;
   - The pool of candidates presently available for these faculty positions by gender and racial-ethnic categories;
   - The pool of undergraduates and graduates expecting to pursue academic careers; and
   - Institutional strategies that have demonstrated a capacity to increase the future faculty pool.

   The details of this proposed project are presented on pages 27-28 in the next section of this report.

2. Future reports in this series on postsecondary staff should:

   - Continue to describe the composition of the staff in postsecondary education using the categories specified by the Equal Employment Opportunity Commission in its Higher Education Staff Information (EEO-6) Survey. Continuing to report information on this basis will provide the opportunity to identify trends and monitor change over time since these categories have, in the main, been consistent since 1975. Further, this requirement of the Federal Government ensures a standardization of information across systems that is helpful in developing a statewide picture of the composition of staff in postsecondary education in California.

   - Disaggregate the information in the EEO-6 reports into more meaningful classifications, particularly with respect to the Executive/Administrative/Managerial and Professional Non-Faculty categories. The University of California and the California State University are prepared to provide staff information on the basis of their personnel systems that classify the staff according to function and level of responsibility. Information based upon these systems could supplement the heterogeneous and aggregated categories in the EEO-6 report in a manner that will provide greater clarity about the composition of their postsecondary education staff.

   - Examine staff career ladders with respect to progress in diversifying postsecondary education leadership in the State. Since diversifying the educational leadership ranks is a priority for California, an analysis of paths to executive and administrative positions is needed for three reasons:

     1. To identify strategic points along the paths;
     2. To identify existing practices, policies, and programs that enable individuals to progress along the path; and
     3. To develop State and institutional initiatives that will facilitate the movement of staff from underrepresented groups into educational leadership positions.

To this end, in the near future Commission staff will develop a prospectus for a study of career paths in postsecondary education.

4

Prospectus for a Study of Faculty Diversification

Context of the study

Recent estimates indicate that California's three public postsecondary systems will be engaged in a massive faculty hiring effort by the turn of the century due to retirements, expected growth, and changing workplace demands. The University expects to hire 6,000 faculty members; the State University anticipates seeking 8,000 new faculty; and the Community Colleges estimate a need for 9,800 full-time faculty by the year 2,000. Taken together, the public postsecondary systems will be replacing approximately 64 percent of their current faculty within the next 12 years. Independent colleges and universities are in a similar situation. Because of the sheer numbers involved -- a situation that will not occur again for roughly 30 years -- the opportunity exists to develop a quality faculty that represents the ethnic, racial, and gender diversity of California.

Diversifying the faculty is an increasingly important State policy goal as greater proportions of the undergraduate student body of postsecondary institutions are of American Indian, Asian, Black, Hispanic, and low-income backgrounds. Its significance is illustrated by the inclusion in the draft report of the Legislature's Joint Committee for the Review of the Master Plan for California Higher Education of Recommendation 33 "to double the number of minority faculty and increase the number of women faculty by 50 percent by the end of the century" (1988, p. 76). The major questions to be answered with respect to this recommendation are:

- What actions can the State continue or initiate to achieve this goal?
- What policies can the State adopt that support the actions of the educational systems to diversify their faculty?
- What State policies can influence the development of intersegmental cooperation among the public and independent systems to achieve this goal?

Historically, the Commission has reported biennially on the composition of the faculty in California's three segments of public higher education in accordance with statutory obligations beginning in 1975. While these reports have provided a picture of the faculty at a given point and monitored changes in the composition of the faculty over time, they have lacked a dynamic quality to guide the State in progressing toward greater faculty diversity.

This proposed study seeks to remedy that lack by developing an analytical basis for recommendations regarding statewide planning to achieve this goal. Further, the project proposes to include independent colleges and universities in its analysis because of the important role that they play in educating students at the baccalaureate and post-graduate levels.

Purposes of the study

The proposed study has five purposes:

1. To analyze the future demand for faculty by discipline and by system;
2. To estimate the pool of candidates within the State and nation who are expected to be available for faculty positions by gender, racial-ethnic categories, discipline, and system;
3. To identify critical points in the process from graduate school admission through tenure appraisal that affect the composition of the faculty;
4. To specify programs, practices, and policies that have demonstrated the capacity to enhance progress in diversifying the faculty; and

5. To develop policy recommendations leading to progress in diversifying the faculty rather than compliance with statutory regulations.

Components of the study

The Commission will convene a technical advisory committee to assist in designing and conducting the study through their knowledge of the issues involved, informational sources, and existing programs that have evidenced results with respect to faculty diversification. Members of this technical advisory committee will be appointed after consultation with the Commission's Statutory Advisory Committee.

In line with the purposes listed above, the study will have five components:

1. Through an analyses of factors that influence the demand for faculty, the Commission will develop projections of anticipated statewide needs by discipline and by system. Among the factors that will be examined are:
   - Statewide demographic changes;
   - Fluctuations in the field that students choose to pursue;
   - Academic and non-academic workplace needs;
   - Potential expansion of postsecondary facilities;
   - Postsecondary enrollments; and
   - Faculty departures.
2. The Commission will analyze the current availability and anticipated availability of faculty candidates, by racial-ethnic categories, gender, and discipline to meet statewide and system needs. This examination will include estimates of the supply of potential faculty available on the basis of knowledge about competition for members of the pool from within and outside of academia. Further, it will identify the various supply sources from which faculty are drawn -- graduate programs, the private sector, other states -- and the composition of these prospective pools. From this analysis, the Commission anticipates identifying those disciplines in which present and foreseeable underrepresentation is a function of a small pool of candidates and those disciplines in which the pool is, or will be, more substantial. Finally, this phase of the study will consider differences in terminal degree qualifications for faculty among the systems as those differences affect estimates of availability.
3. The Commission will identify critical points that affect progress through the pipeline from graduate school admission to the granting of tenure for members of underrepresented groups. This aspect of the project will involve a review of relevant literature and, if necessary, solicitation from current faculty as to strategies that can enhance diversity in the professoriate.
4. The Commission will identify programs, policies, and practices both in California and elsewhere that enhance diversity within the faculty. In addition to single-system efforts, interinstitutional and intersegmental programs that have demonstrated success in diversifying the faculty will be a focus in this aspect of the project. Upon identification, the Commission will disseminate information on these exemplary programs and practices.
5. The Commission will develop policy recommendations based on the results from the study. These recommendations will focus on:
   - Short-term actions that could telescope the process, involving a minimum of ten years, to expand the pool of women and American Indian, Asian, Black, and Hispanic candidates who are eligible for, and interested in, faculty positions;
   - Long-term solutions that will expand the pool of candidates, including support for developing and continuing programs at the pre-college and undergraduate levels that have demonstrated success in diversifying the professoriate;
   - The role of California's independent institutions in contributing to the pool of women and American Indian, Asian, Black, Hispanic candidates who are available for faculty positions;
   - Institutional procedures that affect the selection of qualified faculty members, plus strategies to be initiated that are sensitive to pressure points among these procedures; and

- The creation of innovative approaches to diversifying the faculty, including appropriate reward and incentive structures that respond to faculty prerogatives and institutional values.

Information requirements

In order to conduct the study, information from several sources will be collected and analyzed:

1. *Estimates of demand*

As a part of their ten-year plans, the California State University and the University of California are developing estimates of their anticipated demand for faculty by discipline, and in some cases sub-disciplines, by campus. The Community Colleges and the independent sector are planning to conduct similar analyses in the future. Access to these analyses will be helpful in creating statewide estimates on expected opportunities to hire faculty.

In addition to these estimates, the Commission will obtain information on the following factors from the listed sources as well as other resources:

- Demographic changes: 1980 Census of Population; Department of Finance's Population Research Unit;
- Student interests: Commission data on enrollment by discipline; Higher Education Research Institute's Cooperative Institutional Research Program annual survey of freshmen;
- Labor market: Employment Development Department; and Department of Labor analyses and "Workforce 2000" (Johnston, 1987);
- Faculty departures: systemwide estimates;
- Postsecondary enrollments: systemwide and Commission estimates; and;
- Expansion of postsecondary facilities: systemwide and Commission estimates.

2. *Analysis of supply*

The study will utilize information from a variety of sources to determine the potential pool of candidates to take advantage of these hiring opportunities. Information will be sought on:

- Graduate enrollment nationwide: National Research Council; Office of Civil Rights; and the Integrated Postsecondary Education Data System (IPEDS) of the U.S. Department of Education, if accurate and reliable;
- State enrollment projections: Department of Finance's Population Research Unit; systemwide estimates; and
- Flow of individuals, in both directions, between academia and the private sector: existing research literature.

3. *Identification of critical points in the process from graduate school application through tenure appraisal*

The strategy by which this aspect of the study is conducted will be determined in conjunction with systemwide offices. Through this collaboration, staff will seek to:

- Interview members of Academic Senate Affirmative Action Committees and other members of the Academic Senates;
- Examine aggregated reports on the faculty search process that protect the confidentiality of records;
- Become more knowledgeable about peer review processes; and
- Review the research literature on this aspect of the study.

4. *Identification of exemplary programs and practices*

This phase of the study will use information from various sources:

- *The University of California in the Twenty-First Century* (Justus, Freitag and Parker, 1987), which provides a foundation for studying institutional practices, policies, and programs that have been developed nationwide to diversify the faculty;
- Reports on the graduate student affirmative action programs of the University and State University; and
- A search of the literature on effective strategies to diversify the faculty.

Relation to other Commission work

In May, the Commission adopted Faculty and Graduate School Enrollment Planning as its second highest priority with regard to long-range planning. This proposed study will concentrate on the goal of diversification of the professoriate within the larger context of the Commission's long-range planning activities.

The Commission will be conducting a study of independent colleges in California in which their contribution as doctorate-granting institutions will be examined. Information from that study will be helpful to this project.

Further, the Special Committee on Educational Equity has recommended that the issue of faculty diversity be considered the most important priority area for study by the Commission in pursuit of equitable goals in the State. To that end, the Committee has recommended that the Commission launch a major study on this issue -- a recommendation to which this prospectus responds.

Schedule

The proposed schedule for the study is as follows:

September 1988: Commission adoption of the report, *Diversification of the Faculty and Staff in California Public Postsecondary Education from 1977 to 1987*, that includes this prospectus.

October 1988 - October 1989: Collection and analysis of information.

June 1989: Progress report submitted to the Policy Development Committee for information.

March 1990: Draft report submitted to the Policy Development Committee for review.

May 1990: Draft report submitted to the Policy Development Committee and Commission for action.

Appendix A

Education Code Section 66903.1

The commission shall report to the Legislature and the Governor on March 1, 1986, and every two years thereafter until, and including, 1990, on the representation and utilization of ethnic minorities and women among academic, administrative, and other employees at the California State University, the University of California, and the public community colleges. To prepare this report, the commission shall collect data from each of these segments of public postsecondary education. The format for this data shall be the higher education staff information form required biennially from all institutions of higher education by the Federal Equal Employment Opportunity Commission, the collection of which is coordinated by the California Postsecondary Education Commission.

(a) The higher education staff information form includes all the following types of data:

(1) The number of full-time employees by job categories, ethnicity, sex, and salary ranges.

(2) The number of full-time faculty by ethnicity, sex, rank, and tenure.

(3) The number of part-time employees by job categories (including tenured, nontenured or tenure track, and other nontenured academic employees), ethnicity, and sex.

(4) The number of full-time new hires by job categories (including tenured, nontenured or tenure track and other nontenured academic employees), ethnicity, and sex.

(b) In addition to the above, the segments shall submit to the commission all the following:

(1) Promotion and separation data for faculty and staff employees by ethnicity and sex for each of the two-year time periods beginning with 1977 to 1979.

(2) Narrative evaluation examining patterns of underutilization of women and minority employees among different job categories compared wsith the availability of qualified women and minorities for different job categories.

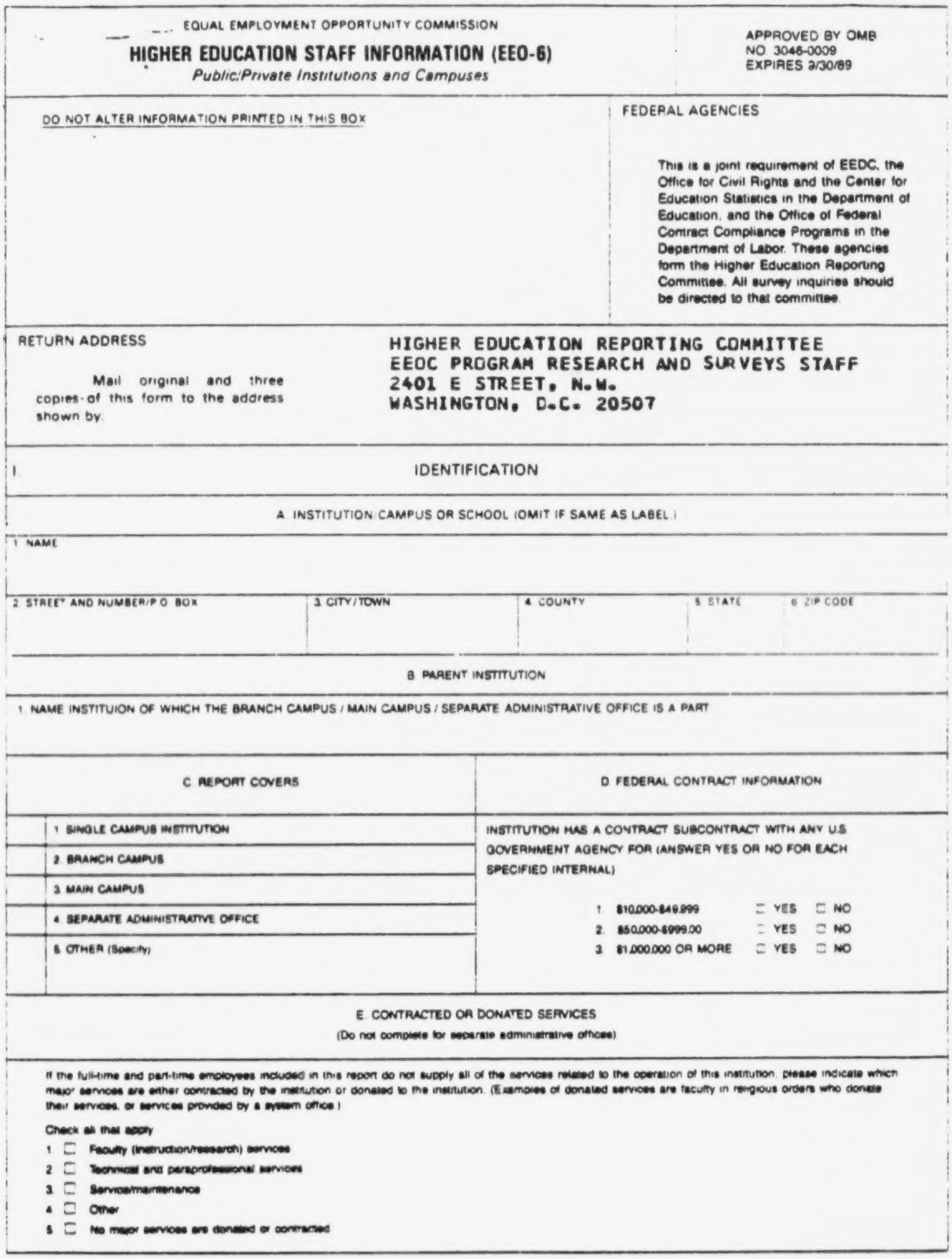
(3) Narrative evaluation examining specific results of affirmative action programs in reducing underutilization of women and minorities.

(4) Narrative evaluation of both strengths and inadequacies of current affirmative action programs, including inadequacies resulting from budgetary constraints.

(c) For purposes of this section, minorities and ethnic minorities shall include those persons defined as such by rules and regulations of the Federal Equal Employment Opportunity Commission.

This section shall remain in effect until January 1, 1991, and as of that date is repealed.

Appendix B *Higher Education Staff Information (EEO-6)*



EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

HIGHER EDUCATION STAFF INFORMATION (EEO-6)

Public/Private Institutions and Campuses

APPROVED BY OMB
NO 3046-0009
EXPIRES 3/30/89

DO NOT ALTER INFORMATION PRINTED IN THIS BOX

FEDERAL AGENCIES

This is a joint requirement of EEOC, the Office for Civil Rights and the Center for Education Statistics in the Department of Education, and the Office of Federal Contract Compliance Programs in the Department of Labor. These agencies form the Higher Education Reporting Committee. All survey inquiries should be directed to that committee.

RETURN ADDRESS

Mail original and three copies of this form to the address shown by.

HIGHER EDUCATION REPORTING COMMITTEE
EEOC PROGRAM RESEARCH AND SURVEYS STAFF
2401 E STREET, N.W.
WASHINGTON, D.C. 20507

I. IDENTIFICATION

A. INSTITUTION/CAMPUS OR SCHOOL (OMIT IF SAME AS LABEL.)

1 NAME

2 STREET AND NUMBER/P.O. BOX	3 CITY/TOWN	4 COUNTY	5 STATE	6 ZIP CODE

B. PARENT INSTITUTION

1 NAME INSTITUION OF WHICH THE BRANCH CAMPUS / MAIN CAMPUS / SEPARATE ADMINISTRATIVE OFFICE IS A PART

C. REPORT COVERS

	1 SINGLE CAMPUS INSTITUTION
	2 BRANCH CAMPUS
	3 MAIN CAMPUS
	4 SEPARATE ADMINISTRATIVE OFFICE
	5 OTHER (Specify)

D. FEDERAL CONTRACT INFORMATION

INSTITUTION HAS A CONTRACT SUBCONTRACT WITH ANY U.S GOVERNMENT AGENCY FOR (ANSWER YES OR NO FOR EACH SPECIFIED INTERNAL)

1. $10,000-$49,999 ☐ YES ☐ NO
2. $50,000-$999.00 ☐ YES ☐ NO
3. $1,000,000 OR MORE ☐ YES ☐ NO

E. CONTRACTED OR DONATED SERVICES

(Do not complete for separate administrative offices)

If the full-time and part-time employees included in this report do not supply all of the services related to the operation of this institution, please indicate which major services are either contracted by the institution or donated to the institution. (Examples of donated services are faculty in religious orders who donate their services, or services provided by a system office.)

Check all that apply

1 ☐ Faculty (instruction/research) services
2 ☐ Technical and paraprofessional services
3 ☐ Service/maintenance
4 ☐ Other
5 ☐ No major services are donated or contracted

EEOC FORM 221 APRIL [illegible]

ORIGINAL-EEOC

FULL-TIME FACULTY BY RANK AND TENURE
(Only include employees reported in "FACULTY" sections of report - PART II A)
(If your institution has no tenure program, please complete lines 85-92 only)

	A. TENURED	OMIT IF NO EXISTING TENURE PROGRAM											
71	1 PROFESSORS												
72	2 ASSO. PROF'S.												
73	3 ASST. PROF'S												
74	4 INSTRUCTORS												
75	5 LECTURERS												
76	6 OTHER FACULTY												
77	7. TOTAL												
	B. NON-TENURED ON TRACK	OMIT IF NO EXISTING TENURE PROGRAM											
78	8 PROFESSORS												
79	9 ASSO. PROF'S.												
80	10 ASST. PROF'S												
81	11. INSTRUCTORS												
82	12 LECTURERS												
83	13 OTHER FACULTY												
84	14. TOTAL												
	C OTHER	COMPLETE FOR ALL FACULTY NOT IN A TENURE PROGRAM											
85	15 PROFESSORS												
86	16 ASSO. PROF'S.												
87	17 ASST. PROF'S												
88	18 INSTRUCTORS												
89	19 LECTURERS												
90	20 OTHER FACULTY												
91	21. TOTAL												
92	22 SECTION III TOTAL (SAME AS LINE 20)												

EEO-6 FORM 221, APRIL 1984

	PRIMARY OCCUPATIONAL ACTIVITY	NUMBER OF EMPLOYEES												
		TOTAL (Sum of col's B & H)	MALE						FEMALE					
			TOTAL (Sum of cols C-G)	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMER INDIAN OR ALASKAN NATIVE	TOTAL (Sum of cols I-M)	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMER INDIAN OR ALASKAN NATIVE
				WHITE	BLACK					WHITE	BLACK			
		A	B	C	D	E	F	G	H	I	J	K	L	M
	PART TIME				DO NOT INCLUDE CASUAL EMPLOYEES									
93	1 EXEC/ADMIN/ MANAGERIAL													
94	2 FACULTY													
95	3 INSTRUCTION/ RESEARCH ASSISTANTS													
96	4 PROFESSIONAL NON-FACULTY													
97	5 SECRETARIAL/ CLERICAL													
98	6 TECHN/PARA-PROFESSIONAL													
99	7 SKILLED CRAFT													
100	8. SERVICE/ MAINTENANCE													
101	9. TOTAL ☐ NONE													

5. PRIMARY OCCUPATIONAL ACTIVITY

a. Executive, Administrative and Managerial

Include all persons whose assignments require *primary* (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as President, Vice President, Dean, Director, or the equivalent, as well as officers subordinate to any of these administrators with such titles as Associate Dean, Assistant Dean, Executive Officer of academic departments (department heads, or the equivalent) if their principal activity is administrative.

NOTE: Supervisors of professional employees are included here, while supervisors of nonprofessional employees (technical, clerical, craft, and service/maintenance) are to be reported within the specific categories of the personnel they supervise.

b. Faculty (Instruction/Research)

Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.

c. Professional Non-Faculty

Include in this category persons employed for the primary purpose of performing academic support, student service and institutional support activities and whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Include employees such as librarians, accountants, personnel, counselors, systems analysts, coaches, lawyers, and pharmacists, for example.

d. Clerical and Secretarial

Include all persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paper work required in an office, such as bookkeepers, stenographers, clerk typists, office-machine operators, statistical clerks, payroll clerks, etc. Include also sales clerks such as those employed full time in the bookstore, and library clerks who are not recognized as librarians.

e. Technical and Paraprofessional

Include all persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many 2-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupational-activity categories but which are institutionally defined as technical assignments.

Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional technical status. Such positions may fall within an identified pattern of staff development and promotion under a "New Careers" concept.

f. Skilled Craft

Include all persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and type-setters, upholsterers.

g. Service/Maintenance

Include persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, security personnel.

Source: EEOC *Form 221. Higher Education Staff Information (EEO-6) Instruction Booklet.* Washington, D.C.: Equal Employment Opportunity Commission, n.d., p. 7.

References

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--. *Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981.* Commission Report 83-3. Sacramento: The Commission, January 1983.

--. *Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1975-1983.* Commission Report 85-5. Sacramento: The Commission, January 1985.

--. *Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1975-1985.* The Fourth in the Commission's Series of Biennial Reports on Equal Employment Opportunities in California's Public Colleges and Universities. Commission Report 87-2. Sacramento: The Commission, February 1987.

Johnston, William B. *Workforce 2000: Work and Workers for the Twenty-First Century.* Indianapolis: Hudson Institute, 1987.

Justus, Joyce Bennett; Freitag, Sandria B.; and Parker, L. Leann. *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity.* Berkeley: University of California, Spring 1987.

PART TWO

Report of the California State University

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE

LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590-5515

March 28, 1988

Dr. Kenneth B. O'Brien
Associate Director
California Postsecondary Education
Commission
1020 Twelfth Street, Third Floor
Sacramento, CA 95814-3985

Dear Ken:

On November 20, 1987 you requested certain information examining women and minority employees and affirmative action programs in the California State University for your report on Women and Minorities in California Punlic Postsecondary Education (AB 605). Responses were due March 1.

Enclosed is our response to that request. We apologize for the lateness of our response. If there are any questions, please contact Tim Dong, Faculty and Staff Relations.

Sincerely,

John M. Smart
Vice Chancellor
University Affairs

JMS:pfz

cc: [redacted]
Dr. Caesar J. Naples
Mr. Tim Dong
Dr. David E. Leveille

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802-4275 INFORMATION: (213) 590-5506

CALIFORNIA STATE UNIVERSITY

EMPLOYMENT UTILIZATION OF ETHNIC MINORITIES AND WOMEN
1985-1987

Introduction

The purpose of this report is to comply with the requirements of Section 66903.1 of the Education Code (Assembly Bill 605, Hughes, 1985). That section requires the California State University to report to the California Postsecondary Education Commission, biennially, on representation and utilization of ethnic minorities and women employees in the CSU. The report presents an overview of the current work force, looking at faculty and staff employees. A summary of new hires, promotions and separations for the period 1985-1987, and a discussion of the systemwide programs and efforts which have been instituted to support affirmative action progress are also presented.

CSU Work Force[1]

The current full-time work force of the CSU consists of 27,263 employees (see Table 1). Women comprised 42.76% (11,658) of the work force, and men 57.24% (15,605). Ethnic minorities are 24.05% (6,556) of the work force. The breakdown by specific minorities shows that 7.17% (1,954) are Blacks, 8.54% (2,328) are Hispanics, 7.67% (2,090) are Asians and 0.67% (184) are American Indians. Minority females are 11.24% (3,063) of the work force. Black females, Hispanic females, Asian females and American Indian females are 3.64% (992), 4.17% (1,138), 3.10% (845), and 0.32% (88) of the work force, respectively.

From 1985 to 1987, the work force increased by 260 employees. The percentage of minorities increased from 22.86% to 24.05%, a numerical increase of 383 minority employees. Females increased from 41.78% to 42.76%; this represented a numerical increase of 375 female employees.

Total Faculty, 1985 to 1987

The current CSU full-time faculty numbers 11,731 (see Table 2). Women are 24.85% of the full-time faculty, and ethnic minorities are 14.22%. Women were 23.63% and minorities were 13.13% of the faculty in 1985. Blacks are 2.78% of the faculty, Hispanics are 3.63%, Asians are 7.35% and American Indians are 0.46%. In 1985, Blacks, Hispanics and Asians were 2.54%, 3.34%, and 6.77% of the faculty, respectively. American Indians were 0.45% of the faculty in 1985

Tenured Faculty. Approximately 74% of the full-time faculty are tenured (see Table 3). Among the 8,685 tenured faculty are 19.95% women. Ethnics minorities are 12.75% of the tenured faculty, with 2.56% Blacks, 3.22% Hispanics, 6.51% Asians and 0.46% American Indians. Women and ethnic minority tenured faculty increased from 1985 to 1987. In 1985, women were 19.29% and minorities were 11.99%.

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[1] Data are from EEO-6 Reports dated October 31 of the indicated year.

Tenure-track Faculty. Tenure-track faculty also showed increases for women and ethnic minorities from 1985-1987 (see Table 4). The percentage of women increased to 37.20% from 33.57% in 1985; the percentage of minorities increased from 18.37% to 20.64%. The percentages of the specific minorities in the tenure-track faculty are 3.64% Blacks, 5.19% Hispanics, 11.31% Asians, and 0.50% American Indians. All of the percentages of women and ethnic minorities are greater in the tenure-track than the tenured ranks.

Tenured and Tenure-track Faculty. The combined tenured and tenure-track faculty totaled 10,497, increasing by 154 from 1985 to 1987 (see Table 5). Women in the permanent faculty increased from 21.39% to 22.93% from 1985 to 1987. Ethnic minorities had an increase to 22.93%, Blacks increased to 2.74%. Hispanics to 3.56%, Asians to 7.34% and American Indians to 0.47%.

Lecturers. Lecturers are 1234 of the full-time faculty in the CSU (see Table 6). They include 41.17% women and 15.15% minorities. Blacks are 3.08% of the lecturers; Hispanics are 4.21%, Asians are 7.46% and American Indians are 0.41% of the lecturers. From 1985 to 1987, the number of lecturers decreased by 144. Blacks, Asians, American Indians and Women decreased numerically by 1, 13, 3, and 50, respectively. Hispanics gained two lecturers. Women, Blacks and Hispanics gained slightly in percentages, but Asians and American Indians had slight decreases.

Total Faculty, 1975 to 1987

Over the 12-year period from 1975 to 1987, the CSU faculty increased by 304 members (see Table 7). Women faculty increased from 20.25% to 24.85%. Ethnic minorities increased from 9.97% in 1975 to 14.22% in 1987. Most of that increase was due to an increase in Asian faculty. Black and Hispanic faculty increased slightly but American Indians decreased slightly.

Tenured Faculty. The tenured faculty increased by 602 members from 1975-1987 (see Table 8). Women tenured faculty increased from 16.12% to 19.95%, and ethnic minorities increased from 7.08% to 12.75%. All ethnic groups showed increases. Blacks increased to 2.56% from 1.47%, Hispanics to 3.22% from 1.53%, Asians to 6.51% from 3.64% and American Indians to 0.46% from 0.43%.

Tenure-track Faculty. The number of tenure-track faculty decreased by 314 members from 1975-1987 (see Table 8). Despite the decrease in the number of tenure-track faculty, there are 44 more women tenure-track faculty in 1987 than in 1975. The percentage of women faculty in 1975 was 29.63%, in 1987, it is 37.20%. Ethnic minorities increased from 17.36% of the tenure-track faculty in 1975 to 20.64% of the tenure-track faculty in 1987. However, three of the ethnic minority groups showed decreases numerically and in percentage points. Blacks decreased by 65 faculty members and went from 6.16% to 3.64%. Hispanics decreased by 31 faculty and dropped from 5.88% to 5.19%. American Indians decreased by 2 faculty members to a percentage value of 0.02% in 1987. Only Asians showed increases numerically and in percentage points. Asians gained 103 tenure-track faculty members and increased from 4.80% to 11.31%.

Tenured and Tenure-track Faculty. The combined tenured and tenure-track data from 1975 to 1987 show the effects of the predominance of the number of tenured faculty among the permanent faculty (see Table 9). All groups showed increases. Women increased from 18.93% to 22.93% and ethnic minorities increased from 9.22% to 14.11%. Asians and Hispanics had the greatest increases, while Black and American Indians has smaller increases.

Lecturers. The number of lecturers in the CSU decreased by 16 from 1975 to 1987 (see Table 9). Women gained numerically and in percentage points, adding 127 lecturers and increasing from 31.28% to 41.17%. Total minorities decreased, going from 16.26% in 1975 to 15.15%. Blacks, Hispanics and American Indians showed decreases, while Asians showed an increase in percentage points.

Staff Employees by EEO-6 Categories, 1985 to 1987

The CSU full-time staff numbers 15,532 in 1987, representing an increase of 250 staff members from 1985 (see Table 10). Women are 8,743 or 56.29% of the staff employees, a slight increase from 1985. Ethnic minorities are 4,888 or 31.47% of the staff, increasing slightly from 1985. Blacks are 10.48% of the staff employees, Hispanics 12.25%, Asians 7.91%, and American Indians 0.84%.

Executives, Administrators and Managers. This category has 2333 employees (see Table 11); 34.55% of the Executives, Administrators and Managers category are women. Ethnic minorities are 20.62% of this category, with 9.00% Blacks, 6.30% Hispanics, 4.71% Asians, and 0.60% American Indians. From 1985 to 1987, women and ethnic minorities showed slight increases in this category. Hispanics and American Indians, however, showed slight decreases.

Professional Non-Faculty. The Professional Non-Faculty category has 3272 employees (see Table 12). Women are 55.75% of this category and ethnic minorities are 26.74% of the category. Women and ethnic minorities increased from 1985 to 1987. All the minority groups experienced increases except for American Indians, who decreased slightly.

Secretarial/Clerical. The Secretarial/Clerical category has 93.74% women (see Table 13). Ethnic minorities are 32.55% of the category, with 9.87% Blacks, 14.32% Hispanics, 7.61% Asians and 0.75% American Indians. Changes from 1985 to 1987 are slight, with Hispanics and Asians showing larger increases. American Indians and women decreased slightly.

Technical/Paraprofessional. Women and all ethnic minorities showed increases in this category from 1985 to 1987 (see Table 14). Women are 54.17% of the category, increasing from 52.93% in 1985. Total minorities increased from 25.05% to 26.38%. Blacks, Hispanics, Asians and American Indians all had small increases.

Skilled Crafts. Out of 811 employees in this category, 1.36% or 11 employees are women (see Table 15). Minorities are 32.92% of the Skilled Crafts employees, a slight increase over 1985. Blacks are 9.49%, decreasing slightly from 9.56% in 1985. Hispanics are 15.54% of this category, increasing from 14.04% in 1985. Asians and American Indians increased slightly to 6.54% and 1.36%, respectively.

Service/Maintenance. This category has 1,932 employees; 26.45% are women and 57.19% are ethnic minorities (see Table 16). Blacks comprise 22.15% of this category and Hispanics are 23.55% of this category. Asians and American Indians are 10.40% and 1.09% of this category, respectively. Minorities are 57.19% of the employees in this category. Women and minorities increased slightly from 1985 to 1987. Hispanics, Asians and American Indians had small gains, but Blacks showed a slight decrease from 1985 to 1987.

Staff Employees, 1975-1987

Because of changes in the definitions of the EEO-6 categories imposed by HEERA in 1984, comparisons of the individual EEO-6 categories from 1975 to 1987 are not meaningful. However, the total number of staff employees in 1975 and 1987 can be meaningfully compared by sex and ethnicity. Staff employees increased by 1136 to 15,532 from 1975 to 1987. Women employees increased from 51.30% to 56.29%. Ethnic minorities increased from 24.16% to 31.47%. Hispanics and Asians had the largest increases, while Blacks increased slightly and American Indians decreased slightly.

Summary

Increases in women and ethnic minorities continue at a steady pace. Women faculty had the second largest percentage point gain for a two-year period since data were collected in 1975. Minority faculty made the largest percentage point gain since 1975. Minority faculty showed gains in tenured and tenure-track categories; there was a slight reduction of minorities in the lecturer category, however. The total staff also showed increases in women and ethnic minorities. Blacks, however, decreased slightly in the two-year period, 1985-1987.

New Hires, Promotions and Separations, 1985-1987

This section presents the hiring, promotion and separation transactions for full-time employees which had occurred in the CSU between 1985 and 1987. The data include all full-time employees hired for any length of time during that period. Furthermore, each hiring and separation activity generated by the same employee during that time are counted each time.

New Hires. The hiring activity in the CSU for the two years, 1985 to 1987, is summarized in Table 18. There were 3733 new hires of faculty made in that period. Lecturer accounted for 67.18% of the hiring activity. Tenured and tenure-track faculty hiring activity accounted for 6.21% and 26.60% of the faculty hiring. Women were 35.76% of the new faculty hires and minorities were 17.09% of the new hires. Women and minorities were hired in greater proportion than in the current work force in all categories except for women in tenured hires.

The new hire activity for staff totaled 4,809 transactions. Women accounted for 61.63% of the new hire activity. Minorities figured in 31.50% of the new hires. Both percentages are greater than the percentages of women and ethnic minorities in the current work force.

Promotions. The promotion activity for 1985-1987 is summarized in Table 19. There were 531 promotions of faculty to the rank of full professor. Of the 531, 27.30% were women. Ninety-six minority faculty members were promoted to full professor, 18.08%. One hundred ninety-three faculty members were promoted to associate professor. Among them were 40.93% women and 14.51% minorities. Both values are comparable to the proportion of women and minorities in the current tenure-track faculty.

There were 2477 promotional opportunities for staff during 1985-1987. Women were promoted in 68.75% of the instances and minorities were promoted in 30.12% of the instances. Each value exceeds the proportion of women or minorities in the current work force.

Separations. There were 3,422 instances of separation by faculty (see Table 20). Women separated in 20.66% of the occasions and minorities separated in 10.70% of the instances. Tenured faculty accounted for 63.55% of the separations.

Separation activity over the years 1985-1987 occurred 3746 times for staff. Women were separated in 61.18% of the instances and minorities were separated in 28.94% of the instances. The separation rates reflect the proportion of women and minorities in the staff.

Systemwide Affirmative Action Programs

Affirmative action programs in the CSU are implemented on the campuses by the campus affirmative action officers and by various staff in faculty and staff personnel offices. The individual campuses develop affirmative action programs to conform to the requirements of federal and state laws and the regulations of the Board of Trustees. The campuses also have affirmative action programs which are especially tailored to the needs of the specific campus. Systemwide programs were developed to meet affirmative action needs which are more effectively implemented through the Chancellor's Office. Four systemwide programs to be discussed are the Administrative Fellows Program, the Affirmative Action Faculty Development Program, the Disabled Employees Assistive Device Program and the Forgivable Loan/Doctoral Incentive Program.

The Administrative Fellows Program. The Administrative Fellows Program was developed to provide administrative training to ethnic minority and women faculty and staff through mentor relationships and training workshops. Up to 12 full-time CSU faculty and staff members are selected by a systemwide committee from applicants nominated by the presidents of the campuses. The chosen applicants are matched with CSU senior administrators, who agree to serve as mentor to the Administrative Fellows for an academic year. The mentors provide guidance as well as opportunities to be actively involved in administration of campus programs. Throughout the year, the fellows attend workshops which provide additional training on various aspects of higher education administration.

The program began in the 1978-79 academic year and is now in its tenth year. It has been effective in increasing the pool of ethnic minority and women administrators in the CSU. A total of 130 CSU employees have been served by this program; 58% (75) of the fellows have been faculty members and 42% (55) have come from staff positions. Of the 120 participants, not including this year's group, 74, or 62%, have attained upward mobility in academic administration. Three associate vice presidents, 1 assistant vice president, 8 deans, 12 associate deans, and 2 assistant deans currently in the CSU are former fellows.

The Affirmative Action Faculty Development Program. The Affirmative Action Faculty Development Program has also been in place since 1978. The program has the purpose of providing support to ethnic minority and women faculty to enhance their opportunities for retention and promotion. Program funds, currently slightly over $ 1,000,000 per year, are allocated to campuses to fund research and career development proposals. Campuses make awards in varying amounts for assigned time to perform research or to prepare manuscripts for publication, research assistant support, and travel to present papers at scholarly meetings. Over 1600 awards have been made to faculty members over the 10 years of the program. Lacking appropriate comparison groups, it is difficult to assess definitively the effects of the program except through testimonial reports. However, greater than 80% of the program participants are still employed by the CSU.

The Disabled Employees Assistive Device Program. The program encourages the hiring and retention of disabled faculty and staff employees by providing funds for adaptive equipment (e.g., special chairs, computer enhanced displays) and auxiliary assistance services (e.g., readers, interpreters). This program was initiated in 1980-81 and has a current budget of $275,000 per year, with the increase of $75,000 added just this budget year. The program currently serves approximately 200 faculty and staff a year. The pattern of requests for assistance has been changing so that requests for auxiliary assistance has grown to 47% of the total funds requested; in 1981-82, 13% of the requests were for auxiliary assistance. Thirty-six percent of the requests for assistance are now repeat requests from the previous year. These patterns of requests may indicate that some disabilities may be becoming more debilitating as the CSU work force ages. The needs served by this program may increase over the next few years.

The Forgivable Loan/Doctoral Incentive Program

This program, funded by the Lottery Revenue Budget at $ 500,000 per year for three years, is to increase the effectiveness of recruitment of minorities and women to the CSU faculty. Doctoral students in disciplines which are underrepresented by minorities and women in the CSU are selected to receive loans of up to $10,000 per year for up to three years to assist them in completing their doctoral studies. Upon completion of their doctorates, if the students become full-time faculty members in the CSU, their loans will be forgiven at the rate of 20% per year for 5 years. The program was initiated in 1987 with 50 awards. The response from the campuses was overwhelming, a total of 269 doctoral students were sponsored by faculty members for this program. As a result of the high level of interest in the program, the program was augmented by $100,000 to increase the number of student funded to 60. Because of the importance of the program for increasing the diversity of the CSU faculty, an augmentation to fund 40 more doctoral students will be requested from the 1988-89 Lottery Revenue Fund.

TABLE 1

TOTAL CSU EMPLOYEES, 1985-1987
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	20830	8488	12342	20707	8595	12112
	PERCENT	77.14	31.43	45.71	75.95	31.53	44.43
BLACK	NUMBER	1913	951	962	1954	992	962
	PERCENT	7.08	3.52	3.56	7.17	3.64	3.53
HISPANIC	NUMBER	2169	1014	1155	2328	1138	1190
	PERCENT	8.03	3.76	4.28	8.54	4.17	4.36
ASIAN	NUMBER	1909	748	1161	2090	845	1245
	PERCENT	7.07	2.77	4.30	7.67	3.10	4.57
AM. IND.	NUMBER	182	82	100	184	88	96
	PERCENT	0.67	0.30	0.37	0.67	0.32	0.35
TOT. MIN.	NUMBER	6173	2795	3378	6556	3063	3493
	PERCENT	22.86	10.35	12.51	24.05	11.24	12.81
TOTAL	NUMBER	27003	11283	15720	27263	11658	15605
	PERCENT	100.00	41.78	58.22	100.00	42.76	57.24

TABLE 2

TOTAL CSU FACULTY, 1985-1987
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	10182	2432	7750	10063	2528	7535
	PERCENT	86.87	20.75	66.12	85.78	21.55	64.23
BLACK	NUMBER	298	95	203	326	109	217
	PERCENT	2.54	0.81	1.73	2.78	0.93	1.85
HISPANIC	NUMBER	392	92	300	426	108	318
	PERCENT	3.34	0.78	2.56	3.63	0.92	2.71
ASIAN	NUMBER	794	137	657	862	152	710
	PERCENT	6.77	1.17	5.61	7.35	1.30	6.05
AM.IND.	NUMBER	55	14	41	54	18	36
	PERCENT	0.47	0.12	0.35	0.46	0.15	0.31
TOT.MIN.	NUMBER	1539	338	1201	1668	387	1281
	PERCENT	13.13	2.88	10.25	14.22	3.30	10.92
TOTAL	NUMBER	11721	2770	8951	11731	2915	8816
	PERCENT	100.00	23.63	76.37	100.00	24.85	75.15

TABLE 3

TENURED CSU FACULTY, 1985-1987 BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	7766	1507	6259	7578	1522	6056
	PERCENT	88.01	17.08	70.93	87.25	17.52	69.73
BLACK	NUMBER	218	59	159	222	59	163
	PERCENT	2.47	0.67	1.80	2.56	0.68	1.88
HISPANIC	NUMBER	270	52	218	280	56	224
	PERCENT	3.06	0.59	2.47	3.22	0.64	2.58
ASIAN	NUMBER	530	76	454	565	87	478
	PERCENT	6.01	0.86	5.15	6.51	1.00	5.50
AM. IND.	NUMBER	40	8	32	40	9	31
	PERCENT	0.45	0.09	0.36	0.46	0.10	0.36
TOT. MIN.	NUMBER	1058	195	863	1107	211	896
	PERCENT	11.99	2.21	9.78	12.75	2.43	10.32
TOTAL	NUMBER	8824	1702	7122	8685	1733	6952
	PERCENT	100.00	19.29	80.71	100.00	19.95	80.05

TABLE 4

CSU TENURE-TRACK FACULTY, 1985-1987
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	1240	430	810	1438	564	874
	PERCENT	81.63	28.31	53.32	79.36	31.13	48.23
BLACK	NUMBER	41	19	22	66	31	35
	PERCENT	2.70	1.25	1.45	3.64	1.71	1.93
HISPANIC	NUMBER	72	25	47	94	32	62
	PERCENT	4.74	1.65	3.09	5.19	1.77	3.42
ASIAN	NUMBER	159	33	126	205	42	163
	PERCENT	10.47	2.17	8.29	11.31	2.32	9.00
AM. IND.	NUMBER	7	3	4	9	5	4
	PERCENT	0.46	0.20	0.26	0.50	0.28	0.22
TOT. MIN.	NUMBER	279	80	199	374	110	264
	PERCENT	18.37	5.27	13.10	20.64	6.07	14.57
TOTAL	NUMBER	1519	510	1009	1812	674	1138
	PERCENT	100.00	33.57	66.43	100.00	37.20	62.80

TABLE 5

CSU TENURED AND TENURE-TRACK FACULTY
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	9006	1937	7069	9016	2086	6930
	PERCENT	87.07	18.73	68.35	85.89	19.87	66.02
BLACK	NUMBER	259	78	181	288	90	198
	PERCENT	2.50	0.75	1.75	2.74	0.86	1.89
HISPANIC	NUMBER	342	77	265	374	88	286
	PERCENT	3.31	0.74	2.56	3.56	0.84	2.72
ASIAN	NUMBER	689	109	580	770	129	641
	PERCENT	6.66	1.05	5.61	7.34	1.23	6.11
AM. IND.	NUMBER	47	11	36	49	14	35
	PERCENT	0.45	0.11	0.35	0.47	0.13	0.33
TOT. MIN.	NUMBER	1337	275	1062	1481	321	1160
	PERCENT	12.93	2.66	10.27	14.11	3.06	11.05
TOTAL	NUMBER	10343	2212	8131	10497	2407	8090
	PERCENT	100.00	21.39	78.61	100.00	22.93	77.07

TABLE 6

TOTAL CSU LECTURERS, 1985-1987 BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	1176	495	681	1047	442	605
	PERCENT	85.34	35.92	49.42	84.85	35.82	49.03
BLACK	NUMBER	39	17	22	38	19	19
	PERCENT	2.83	1.23	1.60	3.08	1.54	1.54
HISPANIC	NUMBER	50	15	35	52	20	32
	PERCENT	3.63	1.09	2.54	4.21	1.62	2.59
ASIAN	NUMBER	105	28	77	92	23	69
	PERCENT	7.62	2.03	5.59	7.46	1.86	5.59
AM. IND.	NUMBER	8	3	5	5	4	1
	PERCENT	0.58	0.22	0.36	0.41	0.32	0.08
TOT. MIN.	NUMBER	202	63	139	187	66	121
	PERCENT	14.66	4.57	10.09	15.15	5.35	9.81
TOTAL	NUMBER	1378	558	820	1234	508	726
	PERCENT	100.00	40.49	59.51	100.00	41.17	58.83

Table 7

CSU FULL-TIME FACULTY BY TENURE STATUS, SEX AND ETHNICITY: 1975-1987

			1975			1977			1979			1981			1983			1985			1987		
			TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
	WHITE	NUMBER	10288	2054	8234	10504	2111	8393	10210	2134	8076	10291	2237	8054	10063	2269	7794	10182	2432	7750	10063	2528	7535
		PERCENT	90.03	17.97	72.06	89.18	17.92	71.25	88.56	18.51	70.05	88.05	19.14	68.91	87.49	19.73	67.76	86.87	20.75	66.12	85.78	21.55	64.23
	BLACK	NUMBER	311	94	217	324	99	225	314	96	218	298	92	206	299	87	212	298	95	203	326	109	217
		PERCENT	2.72	0.82	1.90	2.75	0.84	1.91	2.72	0.83	1.89	2.55	0.79	1.76	2.60	0.76	1.84	2.54	0.81	1.73	2.78	0.93	1.85
	HISPANIC	NUMBER	315	71	244	329	77	252	341	86	255	355	89	266	369	78	291	392	92	300	426	108	318
		PERCENT	2.76	0.62	2.14	2.79	0.65	2.14	2.96	0.75	2.21	3.04	0.76	2.28	3.21	0.68	2.53	3.34	0.78	2.56	3.63	0.92	2.71
TOTAL, ALL FACULTY	ASIAN	NUMBER	450	84	366	575	90	485	614	94	520	696	129	567	721	121	600	794	137	657	862	152	710
		PERCENT	3.94	0.74	3.20	4.88	0.76	4.12	5.33	0.82	4.51	5.95	1.10	4.85	6.27	1.05	5.22	6.77	1.17	5.61	7.35	1.30	6.05
	AM.IND.	NUMBER	63	11	52	47	11	36	50	9	41	48	9	39	50	19	31	55	14	41	54	18	36
		PERCENT	0.55	0.10	0.46	0.40	0.09	0.31	0.43	0.08	0.36	0.41	0.08	0.33	0.43	0.17	0.27	0.47	0.12	0.35	0.46	0.15	0.31
	TOT.MIN.	NUMBER	1139	260	879	1275	277	998	1319	285	1034	1397	319	1078	1439	305	1134	1539	338	1201	1668	387	1281
		PERCENT	9.97	2.28	7.69	10.82	2.35	8.47	11.44	2.47	8.97	11.95	2.73	9.22	12.51	2.65	9.86	13.13	2.88	10.25	14.22	3.30	10.92
	TOTAL	NUMBER	11427	2314	9113	11779	2388	9391	11529	2419	9110	11688	2556	9132	11502	2574	8928	11721	2770	8951	11731	2915	8816
		PERCENT	100.00	20.25	79.75	100.00	20.27	79.73	100.00	20.98	79.02	100.00	21.87	78.13	100.00	22.38	77.62	100.00	23.63	76.37	100.00	24.85	75.15

Table 8
CSU FULL-TIME FACULTY BY TENURE STATUS, SEX AND ETHNICITY: 1975-1987

			1975			1977			1979			1981			1983			1985			1987		
			TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
	WHITE	NUMBER	7511	1221	6290	7883	1343	6540	8143	1428	6715	8081	1472	6609	7802	1483	6319	7766	1507	6259	7578	1522	6056
		PERCENT	92.92	15.11	77.82	90.95	15.50	75.46	90.02	15.79	74.23	89.40	16.28	73.12	88.55	16.83	71.72	88.01	17.08	70.93	87.25	17.52	69.73
	BLACK	NUMBER	119	25	94	172	45	127	201	51	150	218	60	158	218	60	158	218	59	159	222	59	163
		PERCENT	1.47	0.31	1.16	1.98	0.52	1.47	2.22	0.56	1.66	2.41	0.66	1.75	2.47	0.68	1.79	2.47	0.67	1.80	2.56	0.68	1.88
	HISPANIC	NUMBER	124	19	105	173	27	146	205	41	164	218	46	172	249	45	204	270	52	218	280	56	224
		PERCENT	1.53	0.24	1.30	2.00	0.31	1.68	2.27	0.45	1.81	2.41	0.51	1.90	2.83	0.51	2.32	3.06	0.59	2.47	3.22	0.64	2.58
TENURED	ASIAN	NUMBER	294	34	260	416	52	364	468	68	400	493	81	412	504	65	439	530	76	454	565	87	478
		PERCENT	3.64	0.42	3.22	4.80	0.60	4.20	5.17	0.75	4.42	5.45	0.90	4.56	5.72	0.74	4.98	6.01	0.86	5.15	6.51	1.00	5.50
	AM.IND.	NUMBER	35	4	31	23	3	20	29	3	26	29	3	26	38	12	26	40	8	32	40	9	31
		PERCENT	0.43	0.05	0.38	0.27	0.03	0.23	0.32	0.03	0.29	0.32	0.03	0.29	0.43	0.14	0.30	0.45	0.09	0.36	0.46	0.10	0.36
	TOT.MIN.	NUMBER	572	82	490	784	127	657	903	163	740	958	190	768	1009	182	827	1058	195	863	1107	211	896
		PERCENT	7.08	1.01	6.06	9.05	1.47	7.58	9.98	1.80	8.18	10.60	2.10	8.50	11.45	2.07	9.39	11.99	2.21	9.78	12.75	2.43	10.32
	TOTAL	NUMBER	8083	1303	6780	8667	1470	7197	9046	1591	7455	9039	1662	7377	8811	1665	7146	8824	1702	7122	8685	1733	6952
		PERCENT	100.00	16.12	83.88	100.00	16.96	83.04	100.00	17.59	82.41	100.00	18.39	81.61	100.00	18.90	81.10	100.00	19.29	80.71	100.00	19.95	80.05
	WHITE	NUMBER	1757	512	1245	1384	386	998	1121	323	798	1127	358	769	1128	364	764	1240	430	810	1438	564	874
		PERCENT	82.64	24.08	58.56	82.04	22.88	59.16	81.59	23.51	58.08	82.38	26.17	56.21	82.28	26.55	55.73	81.63	28.31	53.32	79.36	31.13	48.23
	BLACK	NUMBER	131	44	87	106	43	63	71	29	42	49	17	32	51	14	37	41	19	22	66	31	35
		PERCENT	6.16	2.07	4.09	6.28	2.55	3.73	5.17	2.11	3.06	3.58	1.24	2.34	3.72	1.02	2.70	2.70	1.25	1.45	3.64	1.71	1.93
	HISPANIC	NUMBER	125	34	91	88	30	58	82	26	56	73	18	55	63	13	50	72	25	47	94	32	62
		PERCENT	5.88	1.60	4.28	5.22	1.78	3.44	5.97	1.89	4.08	5.34	1.32	4.02	4.60	0.95	3.65	4.74	1.65	3.09	5.13	1.77	3.42
TENURE TRACK	ASIAN	NUMBER	102	38	64	97	28	69	86	19	67	107	21	86	124	32	92	159	33	126	205	42	163
		PERCENT	4.80	1.79	3.01	5.75	1.66	4.09	6.26	1.38	4.88	7.82	1.54	6.29	9.04	2.33	6.71	10.47	2.17	8.29	11.31	2.32	9.00
	AM.IND.	NUMBER	11	2	9	12	3	9	14	5	9	12	4	8	5	3	2	7	3	4	9	5	4
		PERCENT	0.52	0.09	0.42	0.71	0.18	0.53	1.02	0.36	0.66	0.88	0.29	0.58	0.36	0.22	0.15	0.46	0.20	0.26	0.50	0.28	0.22
	TOT.MIN.	NUMBER	369	118	251	303	104	199	253	79	174	241	60	181	243	62	181	279	80	199	374	110	264
		PERCENT	17.36	5.55	11.81	17.96	6.16	11.80	18.41	5.75	12.66	17.62	4.39	13.23	17.72	4.52	13.20	18.37	5.27	13.10	20.64	6.07	14.57
	TOTAL	NUMBER	2126	630	1496	1687	490	1197	1374	402	972	1368	418	950	1371	426	945	1519	510	1009	1612	674	1138
		PERCENT	100.00	29.63	70.37	100.00	29.05	70.95	100.00	29.26	70.74	100.00	30.56	69.44	100.00	31.07	68.93	100.00	33.57	66.43	100.00	37.20	62.80

Table 9

CSU FULL-TIME FACULTY BY TENURE STATUS, SEX AND ETHNICITY: 1975-1987

			1975			1977			1979			1981			1983			1985			1987		
			TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
LECTURERS	WHITE	NUMBER	1020	321	699	1237	382	855	946	383	563	1083	407	676	1133	422	711	1176	495	681	1047	442	605
		PERCENT	83.74	26.35	57.39	86.81	26.81	60.00	85.30	34.54	50.77	84.54	31.77	52.77	85.83	31.97	53.86	85.34	35.92	49.42	84.85	35.82	49.03
	BLACK	NUMBER	61	25	36	46	11	35	42	16	26	31	15	16	30	13	17	39	17	22	38	19	19
		PERCENT	5.01	2.05	2.96	3.23	0.77	2.46	3.79	1.44	2.34	2.42	1.17	1.25	2.27	0.98	1.29	2.83	1.23	1.60	3.08	1.54	1.54
	HISPANIC	NUMBER	66	18	48	68	20	48	54	19	35	64	25	39	57	20	37	50	15	35	52	20	32
		PERCENT	5.42	1.48	3.94	4.77	1.40	3.37	4.87	1.71	3.16	5.00	1.95	3.04	4.32	1.52	2.80	3.63	1.09	2.54	4.21	1.62	2.59
	ASIAN[a]	NUMBER	54	12	42	62	10	52	60	7	53	96	27	69	93	24	69	105	28	77	92	23	69
		PERCENT	4.43	0.99	3.45	4.35	0.70	3.65	5.41	0.63	4.78	7.49	2.11	5.39	7.05	1.82	5.23	7.62	2.03	5.59	7.46	1.86	5.59
	AM. IND.	NUMBER	17	5	12	12	5	7	7	1	6	7	2	5	7	4	3	8	3	5	5	4	1
		PERCENT	1.40	0.41	0.99	0.84	0.35	0.49	0.63	0.09	0.54	0.55	0.16	0.39	0.53	0.30	0.23	0.58	0.22	0.36	0.41	0.32	0.08
	TOT. MIN.	NUMBER	198	60	138	188	46	142	163	43	120	198	69	129	187	61	126	202	63	139	187	66	121
		PERCENT	16.26	4.93	11.33	13.19	3.23	9.96	14.70	3.88	10.82	15.46	5.39	10.07	14.17	4.62	9.55	14.66	4.57	10.09	15.15	5.35	9.81
	TOTAL	NUMBER	1218	381	837	1425	428	997	1109	426	683	1281	476	805	1320	483	837	1378	558	820	1234	508	726
		PERCENT	100.00	31.28	68.72	100.00	30.04	69.96	100.00	38.41	61.59	100.00	37.16	62.84	100.00	36.59	63.41	100.00	40.49	59.51	100.00	41.17	58.83
TENURED & TENURE TRACK	WHITE	NUMBER	9268	1733	7535	9267	1729	7538	9264	1751	7513	9208	1830	7378	8930	1847	7083	9006	1937	7069	9016	2086	6930
		PERCENT	90.78	16.98	73.81	89.50	16.70	72.80	88.91	16.80	72.10	88.48	17.58	70.89	87.70	18.14	69.56	87.07	18.73	68.35	85.89	19.87	66.02
	BLACK	NUMBER	250	69	181	278	88	190	272	80	192	267	77	190	269	74	195	259	78	181	288	90	198
		PERCENT	2.45	0.68	1.77	2.68	0.85	1.84	2.61	0.77	1.84	2.57	0.74	1.83	2.64	0.73	1.92	2.50	0.75	1.75	2.74	0.86	1.89
	HISPANIC	NUMBER	249	53	196	261	57	204	287	67	220	291	64	227	312	58	254	342	77	265	374	88	286
		PERCENT	2.44	0.52	1.92	2.52	0.55	1.97	2.75	0.64	2.11	2.80	0.61	2.18	3.06	0.57	2.49	3.31	0.74	2.56	3.56	0.84	2.72
	ASIAN	NUMBER	396	72	324	513	80	433	554	87	467	600	102	498	628	97	531	689	109	580	770	129	641
		PERCENT	3.88	0.71	3.17	4.95	0.77	4.18	5.32	0.83	4.48	5.77	0.98	4.79	6.17	0.95	5.22	6.66	1.05	5.61	7.34	1.23	6.11
	AM. IND.	NUMBER	46	6	40	35	6	29	43	8	35	41	7	34	43	15	28	47	11	36	49	14	35
		PERCENT	0.45	0.06	0.39	0.34	0.06	0.28	0.41	0.08	0.34	0.39	0.07	0.33	0.42	0.15	0.27	0.45	0.11	0.35	0.47	0.13	0.33
	TOT. MIN.	NUMBER	941	200	741	1087	231	856	1156	242	914	1199	250	949	1252	244	1008	1337	275	1062	1481	321	1160
		PERCENT	9.22	1.96	7.26	10.50	2.23	8.27	11.09	2.32	8.77	11.52	2.40	9.12	12.30	2.40	9.90	12.93	2.66	10.27	14.11	3.06	11.05
	TOTAL	NUMBER	10209	1933	8276	10354	1960	8394	10420	1993	8427	10407	2080	8327	10182	2091	8091	10343	2212	8131	10497	2407	8090
		PERCENT	100.00	18.93	81.07	100.00	18.93	81.07	100.00	19.13	80.87	100.00	19.93	80.01	100.00	20.54	79.46	100.00	21.39	78.61	100.00	22.93	77.07

TABLE 10

TOTAL CSU STAFF, 1985-1987
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	10648	6056	4592	10644	6067	4577
	PERCENT	69.68	39.63	30.05	68.53	39.06	29.47
BLACK	NUMBER	1615	856	759	1628	883	745
	PERCENT	10.57	5.60	4.97	10.48	5.69	4.80
HISPANIC	NUMBER	1777	922	855	1902	1030	872
	PERCENT	11.63	6.03	5.59	12.25	6.63	5.61
ASIAN	NUMBER	1115	611	504	1228	693	535
	PERCENT	7.30	4.00	3.30	7.91	4.46	3.44
AM. IND.	NUMBER	127	68	59	130	70	60
	PERCENT	0.83	0.44	0.39	0.84	0.45	0.39
TOT. MIN.	NUMBER	4634	2457	2177	4888	2676	2212
	PERCENT	30.32	16.08	14.25	31.47	17.23	14.24
TOTAL	NUMBER	15282	8513	6769	15532	8743	6789
	PERCENT	100.00	55.71	44.29	100.00	56.29	43.71

TABLE 11

EXECUTIVES, ADMINISTRATORS & MANAGERS, 1985-1987
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	1852	631	1221	1852	630	1222
	PERCENT	80.31	27.36	52.95	79.38	27.00	52.38
BLACK	NUMBER	191	53	138	210	73	137
	PERCENT	8.28	2.30	5.98	9.00	3.13	5.87
HISPANIC	NUMBER	146	37	109	147	43	104
	PERCENT	6.33	1.60	4.73	6.30	1.84	4.46
ASIAN	NUMBER	101	47	54	110	51	59
	PERCENT	4.38	2.04	2.34	4.71	2.19	2.53
AM. IND.	NUMBER	16	7	9	14	9	5
	PERCENT	0.69	0.30	0.39	0.60	0.39	0.21
TOT. MIN.	NUMBER	454	144	310	481	176	305
	PERCENT	19.69	6.24	13.44	20.62	7.54	13.07
TOTAL	NUMBER	2306	775	1531	2333	806	1527
	PERCENT	100.00	33.61	66.39	100.00	34.55	65.45

TABLE 12

PROFESSIONAL, NON-FACULTY STAFF, 1985-1987
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	2257	1248	1009	2397	1345	1052
	PERCENT	74.91	41.42	33.49	73.26	41.11	32.15
BLACK	NUMBER	237	120	117	269	138	131
	PERCENT	7.87	3.98	3.88	8.22	4.22	4.00
HISPANIC	NUMBER	260	126	134	300	158	142
	PERCENT	8.63	4.18	4.45	9.17	4.83	4.34
ASIAN	NUMBER	233	138	95	280	169	111
	PERCENT	7.73	4.58	3.15	8.56	5.17	3.39
AM. IND.	NUMBER	26	14	12	26	14	12
	PERCENT	0.86	0.46	0.40	0.79	0.43	0.37
TOT. MIN.	NUMBER	756	398	358	875	479	396
	PERCENT	25.09	13.21	11.88	26.74	14.64	12.10
TOTAL	NUMBER	3013	1646	1367	3272	1824	1448
	PERCENT	100.00	54.63	45.37	100.00	55.75	44.25

TABLE 13

SECRETARIAL/CLERICAL STAFF, 1985-1987
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	3044	2880	164	2897	2744	153
	PERCENT	69.31	65.57	3.73	67.45	63.89	3.56
BLACK	NUMBER	432	396	36	424	382	42
	PERCENT	9.84	9.02	0.82	9.87	8.89	0.98
HISPANIC	NUMBER	583	543	40	615	576	39
	PERCENT	13.27	12.36	0.91	14.32	13.41	0.91
ASIAN	NUMBER	296	268	28	327	295	32
	PERCENT	6.74	6.10	0.64	7.61	6.87	0.75
AM. IND.	NUMBER	37	33	4	32	29	3
	PERCENT	0.84	0.75	0.09	0.75	0.68	0.07
TOT. MIN.	NUMBER	1348	1240	108	1398	1282	116
	PERCENT	30.69	28.23	2.46	32.55	29.85	2.70
TOTAL	NUMBER	4392	4120	272	4295	4026	269
	PERCENT	100.00	93.81	6.19	100.00	93.74	6.26

TABLE 14

TECHNICAL/PARAPROFESSIONAL STAFF, 1985-1987 BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	2062	1065	997	2127	1122	1005
	PERCENT	74.95	38.71	36.24	73.62	38.84	34.79
BLACK	NUMBER	207	126	81	220	137	83
	PERCENT	7.52	4.58	2.94	7.62	4.74	2.87
HISPANIC	NUMBER	233	133	100	259	152	107
	PERCENT	8.47	4.83	3.64	8.97	5.26	3.70
ASIAN	NUMBER	230	120	110	257	138	119
	PERCENT	8.36	4.36	4.00	8.90	4.78	4.12
AM. IND.	NUMBER	19	12	7	26	16	10
	PERCENT	0.69	0.44	0.25	0.90	0.55	0.35
TOT. MIN.	NUMBER	689	391	298	762	443	319
	PERCENT	25.05	14.21	10.83	26.38	15.33	11.04
TOTAL	NUMBER	2751	1456	1295	2889	1565	1324
	PERCENT	100.00	52.93	47.07	100.00	54.17	45.83

TABLE 15

SKILLED CRAFTS EMPLOYEES, 1985-1987
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	572	5	567	544	9	535
	PERCENT	69.25	0.61	68.64	67.08	1.11	65.97
BLACK	NUMBER	79	1	78	77	1	76
	PERCENT	9.56	0.12	9.44	9.49	0.12	9.37
HISPANIC	NUMBER	116	1	115	126	1	125
	PERCENT	14.04	0.12	13.92	15.54	0.12	15.41
ASIAN	NUMBER	51	0	51	53	0	53
	PERCENT	6.17	0.00	6.17	6.54	0.00	6.54
AM. IND.	NUMBER	8	0	8	11	0	11
	PERCENT	0.97	0.00	0.97	1.36	0.00	1.36
TOT. MIN.	NUMBER	254	2	252	267	2	265
	PERCENT	30.75	0.24	30.51	32.92	0.25	32.68
TOTAL	NUMBER	826	7	819	811	11	800
	PERCENT	100.00	0.85	99.15	100.00	1.36	98.64

TABLE 16

SERVICE/MAINTENANCE STAFF, 1985-1987
BY SEX AND ETHNICITY

		1985			1987		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	861	227	634	827	217	610
	PERCENT	43.18	11.38	31.80	42.81	11.23	31.57
BLACK	NUMBER	469	160	309	428	152	276
	PERCENT	23.52	8.02	15.50	22.15	7.87	14.29
HISPANIC	NUMBER	439	82	357	455	100	355
	PERCENT	22.02	4.11	17.90	23.55	5.18	18.37
ASIAN	NUMBER	204	38	166	201	40	161
	PERCENT	10.23	1.91	8.32	10.40	2.07	8.33
AM. IND.	NUMBER	21	2	19	21	2	19
	PERCENT	1.05	0.10	0.95	1.09	0.10	0.98
TOT. MIN.	NUMBER	1133	282	851	1105	294	811
	PERCENT	56.82	14.14	42.68	57.19	15.22	41.98
TOTAL	NUMBER	1994	509	1485	1932	511	1421
	PERCENT	100.00	25.53	74.47	100.00	26.45	73.55

TABLE 17
CSU FULL-TIME STAFF BY SEX AND ETHNICITY: 1975-1987

			1975			1977			1979			1981			1983			1985			1987		
			TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
TOTAL, ALL STAFF	WHITE	NUMBER	10918	5752	5166	10791	5900	4831	10386	5759	4627	10436	5818	4618	9915	5573	4342	10648	6056	4592	10644	6067	4577
		PERCENT	75.84	39.96	35.88	73.87	40.39	33.48	73.03	40.49	32.53	70.72	39.43	31.30	69.98	39.34	30.65	69.68	39.63	30.05	68.53	39.06	29.47
	BLACK	NUMBER	1445	662	783	1479	716	763	1444	709	735	1578	782	796	1523	782	741	1615	856	759	1628	883	745
		PERCENT	10.04	4.60	5.44	10.12	4.90	5.22	10.15	4.99	5.17	10.69	5.30	5.39	10.75	5.52	5.23	10.57	5.60	4.97	10.48	5.69	4.80
	HISPANIC	NUMBER	1224	550	674	1389	657	732	1413	685	728	1647	820	827	1654	842	812	1777	922	855	1902	1030	872
		PERCENT	8.50	3.82	4.68	9.51	4.50	5.01	9.94	4.82	5.12	11.16	5.56	5.60	11.67	5.94	5.73	11.63	6.03	5.59	12.25	6.63	5.61
	ASIAN	NUMBER	665	353	312	847	464	383	857	457	400	977	527	450	968	511	457	1115	611	504	1228	693	535
		PERCENT	4.62	2.45	2.17	5.80	3.18	2.62	6.03	3.21	2.81	6.62	3.57	3.05	6.83	3.61	3.23	7.30	4.00	3.30	7.91	4.46	3.44
	AM. IND.	NUMBER	144	68	76	103	40	63	122	62	60	118	56	62	108	54	54	127	68	59	130	70	60
		PERCENT	1.00	0.47	0.53	0.71	0.27	0.43	0.86	0.44	0.42	0.80	0.38	0.42	0.76	0.38	0.38	0.83	0.44	0.39	0.84	0.45	0.39
	TOT. MIN.	NUMBER	3478	1633	1845	3818	1877	1941	3836	1913	1923	4320	2185	2135	4253	2189	2064	4634	2457	2177	4888	2676	2212
		PERCENT	24.16	11.34	12.82	26.13	12.85	13.29	26.97	13.45	13.52	29.28	14.81	14.47	30.02	15.45	14.57	30.32	16.08	14.25	31.47	17.23	14.24
	TOTAL	NUMBER	14396	7385	7011	14609	7777	6832	14222	7672	6550	14756	8003	6753	14168	7762	6406	15282	8513	6769	15532	8743	6789
		PERCENT	100.00	51.30	48.70	100.00	53.23	46.77	100.00	53.94	46.06	100.00	54.24	45.76	100.00	54.79	45.21	100.00	55.71	44.29	100.00	56.29	43.71

TABLE 18

FULL-TIME STAFF: NEW HIRES

Fall 1985 to Fall 1987

NUMBER OF EMPLOYEES

Name of Respondent: ____________

Telephone: ( ) ____________

Institution: CSU Systemwide

Primary Occupational Activity		Total	Male							Female						
		Total	Total	Non-Hispanic White	Non-Hispanic Black	Hispanic (Chicano-Latino)	Asian or Pacific Islander	Fili-pino	American Indian/Alaskan Native	Total	Non-Hispanic White	Non-Hispanic Black	Hispanic (Chicano-Latino)	Asian or Pacific Islander	Fili-pino	American Indian/Alaskan Native
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1. Executive/Administrative/Managerial:	1	405	258	206	25	16	9	2	0	147	103	29	7	6	1	1
2. Faculty Tenured:																
Professor	2	198	178	144	3	5	23	1	2	20	19	1	0	0	0	0
Associate Professor	3	29	20	14	4	1	1	0	0	9	7	0	1	0	0	1
Assistant Professor	4	5	1	1	0	0	0	0	0	4	2	0	1	1	0	0
Instructor	5															
Lecturer	6															
Other	7															
Non-Tenured On Track:																
Professor	8	160	134	106	2	8	17	1	0	26	21	2	1	2	0	0
Associate Professor	9	381	271	202	10	10	49	0	0	110	92	7	4	4	0	3
Assistant Professor	10	451	227	175	10	13	29	0	0	224	192	10	9	11	2	0
Instructor	11	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Lecturer	12															
Other	13															
Other:																
Professor	14	330	285	244	1	10	28	1	1	45	39	0	5	1	0	0
Associate Professor	15	679	480	401	14	10	55	0	0	199	179	6	1	13	0	0
Assistant Professor	16	1196	648	518	25	33	69	0	3	548	470	26	21	27	2	2
Instructor	17	303	153	142	1	4	6	0	0	150	126	9	5	6	2	2
Lecturer	18															
* Other	19	19	12	11	0	0	1	0	0	7	6	1	0	0	0	0
3. Professional Non-Faculty:	20	1250	652	480	65	56	40	3	8	598	409	58	83	36	5	7
4. Secretarial/Clerical:	21	1905	155	93	27	21	10	3	1	1750	1223	172	207	104	32	12
5. Technical/Paraprofessional:	22	641	302	220	21	23	24	10	4	339	243	25	31	29	9	2
6. Skilled Craft:	23	195	187	122	16	28	12	5	4	8	8	0	0	0	0	0
7. Service/Maintenance:	24	413	291	128	62	59	15	18	9	122	59	29	24	8	1	1
** Grand Total	25	8563	4257	3210	286	297	388	44	32	4306	3198	375	400	248	54	31

TABLE 19

FULL-TIME STAFF: PROMOTIONS

Fall 1985 to Fall 1987

NUMBER OF EMPLOYEES

Name of Respondent: ____________

Telephone: ( ) ____________

Institution: CSU Systemwide

Primary Occupational Activity			Male							Female						
		Total	Total	Non-Hispanic White	Non-Hispanic Black	Hispanic (Chicano-Latino)	Asian or Pacific Islander	Filipino	American Indian/ Alaskan Native	Total	Non-Hispanic White	Non-Hispanic Black	Hispanic (Chicano-Latino)	Asian or Pacific Islander	Filipino	American Indian/ Alaskan Native
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1. Executive/Administrative/Managerial:																
Within Class P	1	132	61	40	7	6	6	2	0	71	51	9	3	7	0	1
To Class R	2	238	139	103	14	15	6	0	1	99	79	9	3	8	0	0
2. Faculty Tenured:																
To Professor	3	531	386	317	13	24	31	0	1	145	118	9	5	10	2	1
To Associate Professor	4	193	114	93	2	8	10	1	0	79	72	1	1	5	0	0
To Assistant Professor	5															
To Instructor	6															
To Lecturer	7															
Other	8															
Non-Tenured On Track:																
To Professor	9	18	14	10	1	1	2	0	0	4	3	0	1	0	0	0
To Associate Professor	10	133	72	62	3	1	5	0	1	64	48	3	4	5	0	1
To Assistant Professor	11	5	1	0	1	0	0	0	0	4	4	0	0	0	0	0
To Instructor	12															
To Lecturer	13															
Other	14															
Other:																
To Professor	15															
To Associate Professor	16															
To Assistant Professor	17	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0
To Instructor	18															
To Lecturer	19															
Other	20															
3. Professional Non-Faculty:																
Within Class	21	229	81	61	7	8	5	0	0	148	108	10	14	14	1	1
To Class	22	344	124	79	12	18	12	1	2	220	156	16	25	16	5	2
4. Secretarial/Clerical:																
Within Class	23	318	18	13	1	1	2	0	1	300	200	32	49	13	4	2
To Class	24	506	27	17	1	9	0	0	0	479	319	44	75	27	11	3
5. Technical/Paraprofessional:																
Within Class	25	144	39	25	1	7	3	3	0	105	73	13	12	5	1	1
To Class	26	409	138	107	7	13	8	3	0	271	193	25	25	23	3	2
6. Skilled Craft:																
Within Class	27	47	46	32	4	5	3	1	1	1	1	0	0	0	0	0
To Class	28	41	39	28	3	7	1	0	0	2	2	0	0	0	0	0
7. Service/Maintenance:																
Within Class	29	52	45	29	6	7	1	1	1	7	5	0	2	0	0	0
To Class	30	19	17	8	5	3	1	0	0	2	2	0	0	0	0	0
* Grand Total	31	3360	1361	1024	88	133	96	12	8	1999	1435	171	219	133	27	14

TABLE 20

FULL-TIME STAFF: SEPARATIONS

Fall 1985 to Fall 1987

NUMBER OF EMPLOYEES

Name of Respondent: ____________

Telephone: ( ) ____________

Institution: CSU Systemwide

Primary Occupational Activity		Total	Male							Female						
			Total	Non-Hispanic		Hispanic (Chicano-Latino)	Asian or Pacific Islander	Filipino	American Indian/ Alaskan Native	Total	Non-Hispanic		Hispanic (Chicano Latino)	Asian or Pacific Islander	Filipino	American Indian/ Alaskan Native
				White	Black						White	Black				
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1. Executive/Administrative/Managerial:	1	393	255	195	23	21	10	2	4	138	115	10	4	7	0	2
2. Faculty Tenured:																
Professor	2	1940	1683	1574	16	23	63	2	5	257	247	5	1	4	0	0
Associate Professor	3	210	157	129	8	8	12	0	0	53	46	2	2	2	1	0
Assistant Professor	4	25	18	14	2	2	0	0	0	7	5	0	1	1	0	0
Instructor	5															
Lecturer	6															
Other	7															
Non-Tenured On Track:																
Professor	8	47	38	30	2	2	4	0	0	9	8	0	0	1	0	0
Associate Professor	9	117	86	67	1	2	16	0	0	31	23	4	1	3	0	0
Assistant Professor	10	85	48	35	3	2	8	0	0	37	34	1	2	0	0	0
Instructor	11															
Lecturer	12															
Other	13															
Other:																
Professor	14	281	253	218	3	6	25	1	0	28	24	0	2	2	0	0
Associate Professor	15	239	172	142	6	2	21	0	1	67	58	4	1	4	0	0
Assistant Professor	16	352	198	163	3	12	17	0	3	154	135	7	6	6	0	0
Instructor	17	111	52	43	1	2	6	0	0	59	48	2	3	4	1	1
Lecturer	18															
Other	19	15	10	10	0	0	0	0	0	5	3	1	0	1	0	0
3. Professional Non-Faculty	20	774	367	279	29	38	14	2	5	407	310	39	32	15	3	8
4. Secretarial/Clerical:	21	1435	109	68	17	13	7	2	2	1326	954	150	126	64	22	10
5. Technical/Paraprofessional:	22	519	218	168	14	14	15	7	0	301	229	31	18	17	6	0
6. Skilled Craft:	23	190	187	143	13	18	6	6	1	3	3	0	0	0	0	0
7. Service/Maintenance:	24	435	318	131	98	50	18	15	6	117	67	32	14	4	0	0
Grand Total	25	7169	4169	3409	239	215	242	37	27	3000	2310	288	213	135	33	21

PART THREE

Report of the University of California

UNIVERSITY OF CALIFORNIA

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DAVID PIERPONT GARDNER
President

WILLIAM R. FRAZER
Senior Vice President—
Academic Affairs

OFFICE OF THE PRESIDENT
BERKELEY, CALIFORNIA 94720

April 26, 1988

Dr. William Pickens
California Postsecondary Education Commission
1020 Twelfth Street, Third Floor
Sacramento, CA 95814

Dear Bill:

Enclosed is the University's biennial report, prepared in response to AB 605, on the representation and utilization of minorities and women among its academic, administrative, and other employees, in addition to programmatic evaluations.

Sincerely,

Joyce B. Justus
Director-Educational Relations

Enclosure

cc: Assistant Vice President Cota-Robles
Assistant Vice President Levin
Director Desrochers

UNIVERSITY OF CALIFORNIA

AB605 REPORT

I. INTRODUCTION

Under Section 66903.1 of the State Education Code (Assembly Bill No.605), the University of California is required to submit on a biennial basis to the California Postsecondary Education Commission a report on the representation and utilization of minorities and women among its academic, administrative and other employees. In addition, the University is required to provide narrative evaluations of its affirmative action progress.

The purpose of this report is to comply with AB605 by providing information which describes the University's statistical progress as well as its initiatives in affirmative action, as of 1987.

II. ACADEMIC AFFIRMATIVE ACTION

A. Academic Employees: A Statistical Profile

This section discusses the data presented in Tables II-1, II-2, and II-3. Table II-1 illustrates changes between 1977 and 1987 in the number and proportion of minorities and women among full-time UC academic employees, including ladder rank (professors, associate professor, assistant professor, and lecturers with security-of-employment), and nonladder rank faculty.

During this time period, women gained representation in all ranks, advancing from 679 (10.2 per cent) to 1,036 (14.4 percent) among the ladder ranks, and from 1,698 (25.3 percent) to 1,959 (32.0 percent) among the nonladder ranks. Among minority groups, Asian men made the most gains, from 274 (4.1 percent) to 416 (5.8 percent) among the ladder ranks, and from 434 (6.5 percent) to 528 (8.6 percent) among the nonladder ranks. Other minority groups, however, have made only slight progress. Among the ladder ranks, black males have barely changed from 99 (1.5 percent) to 101 (1.4 percent), while Hispanic males have increased from 146 (2.2 percent) to 189 (2.6 percent). However, among the tenured faculty, black males increased from 56 (1.1 percent) to 85 (1.4 percent), and Hispanic males from 79 (1.6 percent) to 145 (2.4 percent). These gains represent advancement into the tenured ranks of assistant professors hired prior to 1980. Among assistant professors, representation of black and Hispanic males has declined from 40 (2.7 percent) to 11 (1.0 percent), and from 63 (4.2 percent) to 39 (3.6 percent), respectively. The numbers of Asian, Hispanic and black women among the ladder ranks have increased slightly, but their representation remains low. In 1987, there were 63 (0.9 percent) Asian women, 48 (0.7 percent) Hispanic women, and 29 (0.4 percent) black women.

Table II-2 presents a summary of the changes in number and representation of women and minorities among the ladder rank faculty between 1977 and 1987. Among full professors, the total number during this period increased from 3,454 to 4,627; the number of women increased from 142 to 368; and the number of minorities increased from 245 to 436. The representation of women increased from

4.1 percent to 8.0 percent. Among associate professors, the number of faculty declined from 1,565 to 1,393, a decrease of 11.0 percent. In spite of this, the number of women associate professors increased from 159 to 310, and the number of minority associate professors increased from 138 to 188. The representation of women associate professors increased from 10.2 percent to 22.3 percent, and the representation of minority associate professors increased from 8.8 percent to 13.5 percent. Finally, the representation of women assistant professors increased from 22.6 percent to 29.1 percent, and the representation of minority assistant professors increased from 14.7 percent to 20.0 percent.

Table II-3 presents data regarding new appointments to the ladder rank faculty for the years 1985-86 and 1986-87. A total of 679 appointments were made to the ladder rank faculty, including 85 minority male professors (12.5 percent), 29 minority female professors (4.3 percent), and 134 white female professors (19.7 percent). Among minorities, Asian males received 53 appointments, representing 7.8 percent of the new hires. Nine black women, and 8 black men received appointments, representing 2.5 percent of the new hires. A total of 134 white women received appointments (19.7 percent) with 100 hired as assistant professors, representing 24.6 percent of the total number of new appointments of assistant professors.

B. Academic Affirmative Action: Narrative Evaluations

The University of California has initiated academic affirmative actions programs to improve the representation of minorities and women on the ladder rank faculty. While these programs are not sufficiently mature to permit a comprehensive evaluation of their effectiveness, some indications of success are available. The programs range from outreach to prospective minority graduate students to encourage their pursuit of academic careers to postdoctoral fellowships that aim to increase the competitiveness of minority and women candidates for faculty positions. Four programs will be described and their impact assessed.

1. Graduate Outreach. Active recruitment and early introduction to the rewards of research and scholarship, along with financial support for graduate study, are essential to attract minority and women students into careers as faculty, particularly in certain academic areas. Minority students and women tend to gravitate toward professional programs especially in law, business and medicine. For example in 1986, among University graduate students, only 31 blacks and 47 Chicanos were enrolled in graduate studies in the life sciences, as compared to 153 blacks and 166 Chicanos enrolled in law; among women, only 51 Ph.D. degrees were awarded in the physical sciences, as compared to 302 J.D. degrees.

Until 1986, Office of the President support for outreach to increase the enrollment of minority and women graduate students was a small portion of the University's efforts, with only $150,000 distributed among the nine campuses. These funds were used to supplement campus support of faculty and staff recruitment travel, prospective student visits to the campus, cooperative relationships among faculty and administrators of the University of California, California State University and other campuses, and student workshops and conference.

In 1986-87, with the addition of $200,000 in State and University funds, outreach efforts were intensified. Most of the additional funds were used to establish summer research internship programs, designed to attract and prepare talented minority and women undergraduates from the University of California, the California State Universities, as well as out-of-state institutions for graduate study at UC. These programs were initiated in the summer of 1987 at seven of the nine campuses. Follow-up with the 76 students enrolled in these programs is expected to have an impact on new graduate enrollments. Participating students were from UC, CSU, and other campuses and included 38 (50 percent) in math and science, 36 (47 percent) in the social sciences, and 2 (3 percent) in humanities. There were 32 blacks, 33 Hispanics, 3 Asians, 3 American Indians, and 5 Filipinos. Since 1985, the San Francisco campus has enrolled a total of 21 students in a summer research internship program, and 11 of these students have since enrolled in a UC graduate program. These results suggest that this kind of program can succeed in preparing students for successful competition in the difficult selection process for admission to graduate study at the University of California.

2. Research Assistantship/Mentorship Program. Once enrolled, graduate students require financial support and encouragement. In addition, faculty mentorship, a crucial component of academic success, is essential. The Research Assistantship/Mentorship program provides both of these essential components to minority and women graduate students.

The University has supported this program since 1984-85. It provides for the development of advanced research skills and academic career development. In addition an emphasis on mentorship in this and other UC academic affirmative action program draws upon research that demonstrates the positive effects of faculty mentoring on the attainment of professional and academic career goals. Under faculty mentorship, students enjoy the benefits of professional socialization as well as the acquisition of competence. Supported by $500,000 in State funds (increased to $610,000 in 1987-88), approximately 50 students across the nine campuses annually participate in this program as half-time research assistants. Awards are tailored to the academic workload and financial needs of the students.

To determine the impact of this program on the acquisition of skills, and the academic career commitment of the students involved, a survey was distributed to all students and faculty members who participated in the program during the 1984-85 and 1985-86 academic years. Among the mentors, 86 percent expressed satisfaction with the program. Student participants responded that the program provided support and guidance toward the completion of their graduate studies, and reinforced their career goals in University teaching and research.

3. Dissertation-Year Fellowships. To enable minority and women Ph.D. degree candidates who demonstrate academic promise to devote full attention to the completion of their doctoral dissertations, the University offers dissertation-year awards that carry a stipend of $12,000, plus $500 for research expenses. This program was initiated in 1986-87 with $200,000 in State and University funds. Seventeen Ph.D. degree candidates, at least one from each of the nine campuses, were selected for awards in 1986-87 on the basis of their high potential for academic careers and their satisfactory progress towards completion of all Ph.D. degree requirements. Award recipients included 7 blacks (3 men and 4 women), 9 Hispanics (3 men and 6 women), and 1 American Indian man. Their

Ph.D. disciplines encompassed the physical sciences (2), life sciences (3), social sciences (4), history (3), and humanities (5).

With increased funding, (an additional $200,000 in State funds was provided in 1987-88), the number of award recipients has since increased to 32. The 1987-88 recipients include 7 blacks (2 men and 5 women), 14 Hispanics (8 men and 6 women), 2 Asian women, 2 American Indians (1 man and 1 woman), 1 Filipino man, and 6 white women. Their Ph.D. disciplines encompass mathematics and science (16), social sciences (9), and humanities (7).

Program evaluation guidelines call for each campus to maintain records on all dissertation award recipients, and for the Office of the President to make available the curriculum vitae of these outstanding University Ph.D. degree holders for purposes of faculty recruitment.

4. The President's Fellowship. To increase the competitiveness of outstanding minority and women Ph.D. degree holders for faculty appointment at the University of California and other major research institutions, the University has established a program that provides postdoctoral research fellowships. Awards are for one year with renewal for a second year pending demonstration of satisfactory progress. A major feature of this program is mentorship by University of California faculty. Selection criteria include the merits of the candidate's research project, the quality of mentorship support, and letters of recommendation. Fellows receive a stipend ranging from $22,000 to $28,000, a research allowance of $4,000, health benefits, and reimbursement of intercampus travel expenses (up to $500) to deliver papers, or participate in conferences.

Funding of the program has grown from $500,000 in 1984-85 to $993,000 (in State and University funds) for 1987-88. An indication of the program's attractiveness and the success of program publicity is the increase in the number of applicants from 137 (1985-86) to 243 (1987-88), including an increase in the number of non-UC applicants from 56 to 140. The number and percentage of minority applicants has also substantial increased, from 47 (34 percent) in 1985-86 to 102 (42 percent) in 1987-88.

From 18 postdoctoral fellows selected in 1985-86, the program has grown to 44 fellows (25 new fellows and 19 renewals) in 1987-88. The 25 new fellows include 9 minority men, 8 minority women, and 8 white women. The minorities include 9 blacks (6 men and 3 women), 7 Hispanics (3 men and 4 women), and 1 Asian woman. There are 3 fellows in mathematics, 6 in physical sciences, 9 in life sciences, 5 in social sciences, and 2 in humanities. A brochure that includes a brief bibliography of each of the fellows has been distributed to all Academic Vice Chancellors, and both the systemwide Program Advisory Committee and the University Senate Committee on Affirmative action have assisted in disseminating information to appropriate department chairs to encourage recruitment of the President's Fellows for faculty appointments.

While it is too soon to assess the President's Fellowship Program in terms of its impact on faculty hiring, there is no doubt that the program is increasing the pool of qualified minority and women candidates available for faculty appointments at the University of California and other major research universities.

In addition to the four affirmative action programs described above, most campuses employ special recruitment strategies to facilitate the hiring of minority and women faculty. One of these is the Targets of Opportunity for Diversity Program. Under this program campuses make available a special faculty position and encourage departments to identify highly qualified minorities and women who would be excellent candidates for faculty appointment. Candidates identified through the Targets of Opportunity Program then undergo the customary rigorous evaluation and review that maintains the University's standards of excellence. Other than a waiver of the formal search requirement, the Targets of Opportunity recruitment process thus follows all formal requirements of academic peer review.

The total number of faculty members hired through this program has grown from 7 appointed in 1982-83 to a total of 66, as of 1985-86, with 10 appointments pending. The 66 faculty members appointed include 18 men (5 blacks and 13 Hispanics), and 48 women (5 blacks, 9 Hispanics, 7 Asians, 26 white, and 1 unstated). They are hired at various ranks: 25 as full professors, 10 as associate professors, 27 as assistant professors, 3 as acting assistant professors, and 1 as a lecturer with security of employment.

Finally, to assist the career development of minority and women junior faculty, the University has since 1978-79 provided grants for research support and summer salary supplements through the Faculty Career Development Program. This program serves as an incentive in the recruitment of new minority and women junior faculty, who can expect heavy demands on their time for student counseling, and University and community service. Initially, the campuses provided all applicants with small grants; however, more recently, program administrators have invited faculty to compete for larger awards, including support for one quarter's released time, as well as research support. In 1985-86, with a systemwide budget of approximately $460,000, 80 faculty members received awards. Recipients included 22 male faculty (7 blacks, 9 Hispanics, 5 Asians, and 1 white, handicapped), and 58 women (2 blacks, 5 Hispanics, 4 Asians, and 47 white).

In 1986-87, the University added a special Pre-Tenure Award to its Faculty Career Development Program. This new program is intended to assist a minority or woman assistant professor prepare for the formal mid-career appraisal. This special award provides financial support for a substantial period of released time, plus research assistance, and also may include senior faculty mentorship. In 1986-87, $250,000 in State and University funds was allocated to support Pre-Tenure awards, and in 1987-88, program support was increased to $400,000. Twenty junior faculty members received the Pre-Tenure Award in 1986-87. They included 13 white women and 6 minorities (1 black, 3 Hispanics, 2 Asians, and 1 American Indian).

This program expansion was based on an informal survey of minority and women junior faculty who indicated that such support was critical to their advancement to tenure. The following are excerpts from faculty who have received support from the Faculty Career Development Program:

> The award was of great assistance to me in consolidating my research. It allowed me to develop a solid research base from which several papers will be published. It

> also allowed me to prepare with more depth one of the courses I was teaching. I believe that the award helped me in my promotion to tenure.
>
> Professor of Engineering, Berkeley

> The award allowed me to finish a large-scale production with a deadline, and later brought other funding. I could not have done this if I had not had time off from my regular duties.
>
> Professor of Fine Arts, Irvine

> The award has greatly benefited my scholarly advancement toward promotion as Associate Professor. And it is fitting that the program continue to give priority to women and minorities.
>
> Professor of English, UCLA

> I believe the award has had a positive impact on my chances of advancement. At a very critical time in my career, I was able to complete an important piece of work, prepare it for publication and, present it at national meetings. I have been informed that my department has unanimously recommended me for promotion to Associate Professor.
>
> Professor of Biology, Riverside

C. Conclusion

This review of affirmative action programs indicates that the University of California is continuing to provide increased opportunities for minorities and women to pursue academic careers. The involvement of University faculty in these endeavors, and their cooperation in the recruitment and advancement of minority and women faculty is an important component of the success of the University's efforts to increase the diversity of the faculty.

TABLE II-1

UNIVERSITY OF CALIFORNIA
FULL-TIME ACADEMIC EMPLOYEES
1977 TO 1987

		MEN						WOMEN					
LADDER RANKS	GRAND TOTAL	MEN TOTAL	WHITE	BLACK	HISP	ASIAN	AMERICAN INDIAN	WOMEN TOTAL	WHITE	BLACK	HISP	ASIAN	AMERICAN INDIAN
PROFESSORS													
1977 Number	3,454	3,312	3,075	30	46	154	7	142	134	2	3	3	0
Percent	100.0%	95.9%	89.0%	0.9%	1.3%	4.5%	0.2%	4.1%	3.9%	0.1%	0.1%	0.1%	0.0%
1979 Number	3,715	3,546	3,274	31	56	177	8	169	162	1	3	3	0
Percent	100.0%	95.5%	88.1%	0.8%	1.5%	4.8%	0.2%	4.5%	4.4%	0.0%	0.1%	0.1%	0.0%
1981 Number	3,936	3,721	3,423	38	64	189	7	215	205	2	5	3	0
Percent	100.0%	94.5%	87.0%	1.0%	1.6%	4.8%	0.2%	5.5%	5.2%	0.1%	0.1%	0.1%	0.0%
1983 Number	4,235	3,972	3,634	42	76	214	6	263	246	4	6	7	0
Percent	100.0%	93.8%	85.8%	1.0%	1.8%	5.1%	0.1%	6.2%	5.8%	0.1%	0.1%	0.2%	0.0%
1985 Number	4,540	4,224	3,844	48	88	233	11	316	292	7	8	9	0
Percent	100.0%	93.0%	84.7%	1.1%	1.9%	5.1%	0.2%	7.0%	6.4%	0.2%	0.2%	0.2%	0.0%
1987 Number	4,627	4,259	3,858	49	102	239	11	368	333	8	11	14	2
Percent	100.0%	92.0%	83.4%	1.1%	2.2%	5.2%	0.2%	8.0%	7.2%	0.2%	0.2%	0.3%	0.0%
ASSOCIATE PROFESSORS													
1977 Number	1,565	1,406	1,286	26	33	57	4	159	141	4	7	6	1
Percent	100.0%	89.8%	82.2%	1.7%	2.1%	3.6%	0.3%	10.2%	9.0%	0.3%	0.4%	0.4%	0.1%
1979 Number	1,539	1,351	1,206	33	49	58	5	188	166	6	7	8	1
Percent	100.0%	87.8%	78.4%	2.1%	3.2%	3.8%	0.3%	12.2%	10.8%	0.4%	0.5%	0.5%	0.1%
1981 Number	1,504	1,270	1,124	30	53	57	6	234	200	9	9	13	3
Percent	100.0%	84.4%	74.7%	2.0%	3.5%	3.8%	0.4%	15.6%	13.3%	0.6%	0.6%	0.9%	0.2%
1983 Number	1,457	1,202	1,062	35	47	54	4	255	218	8	9	17	3
Percent	100.0%	82.5%	72.9%	2.4%	3.2%	3.7%	0.3%	17.5%	15.0%	0.5%	0.6%	1.2%	0.2%
1985 Number	1,386	1,103	957	38	39	67	2	283	244	7	12	18	2
Percent	100.0%	79.6%	69.0%	2.7%	2.8%	4.8%	0.1%	20.4%	17.6%	0.5%	0.9%	1.3%	0.1%
1987 Number	1,393	1,083	936	36	43	67	1	310	269	8	15	18	0
Percent	100.0%	77.7%	67.2%	2.6%	3.1%	4.8%	0.1%	22.3%	19.3%	0.6%	1.1%	1.3%	0.0%
LECTURERS WITH SECURITY OF EMPLOYMENT													
1977 Number	125	83	70	3	4	5	1	42	38	2	1	1	0
Percent	100.0%	66.4%	56.0%	2.4%	3.2%	4.0%	0.8%	33.6%	30.4%	1.6%	0.8%	0.8%	0.0%
1979 Number	133	84	67	4	5	7	1	49	41	2	2	3	1
Percent	100.0%	63.2%	50.4%	3.0%	3.8%	5.3%	0.8%	36.8%	30.8%	1.5%	1.5%	2.3%	0.8%
1981 Number	114	73	56	3	6	7	1	41	35	1	2	2	1
Percent	100.0%	64.0%	49.1%	2.6%	5.3%	6.1%	0.9%	36.0%	30.7%	0.9%	1.8%	1.8%	0.9%
1983 Number	117	77	59	4	6	7	1	40	34	0	2	4	0
Percent	100.0%	65.8%	50.4%	3.4%	5.1%	6.0%	0.9%	34.2%	29.1%	0.0%	1.7%	3.4%	0.0%
1985 Number	119	74	58	3	5	7	1	45	38	0	2	4	1
Percent	100.0%	62.2%	48.7%	2.5%	4.2%	5.9%	0.8%	37.8%	31.9%	0.0%	1.7%	3.4%	0.8%
1987 Number	125	79	62	5	5	6	1	46	38	0	3	4	1
Percent	100.0%	63.2%	49.6%	4.0%	4.0%	4.8%	0.8%	36.8%	30.4%	0.0%	2.4%	3.2%	0.8%

TABLE II-1 (continued)

LADDER RANKS		GRAND TOTAL	MEN						WOMEN					
			MEN TOTAL	WHITE	BLACK	HISP	ASIAN	AMERICAN INDIAN	WOMEN TOTAL	WHITE	BLACK	HISP	ASIAN	AMERICAN INDIAN
ASSISTANT PROFESSORS														
1977	Number	1,486	1,150	983	40	63	58	6	336	285	15	14	18	4
	Percent	100.0%	77.4%	66.2%	2.7%	4.2%	3.9%	0.4%	22.6%	19.2%	1.0%	0.9%	1.2%	0.3%
1979	Number	1,333	993	851	36	45	57	4	340	286	14	11	26	3
	Percent	100.0%	74.5%	63.8%	2.7%	3.4%	4.3%	0.3%	25.5%	21.5%	1.1%	0.8%	2.0%	0.2%
1981	Number	1,158	850	729	23	36	59	3	308	269	11	6	21	1
	Percent	100.0%	73.4%	63.0%	2.0%	3.1%	5.1%	0.3%	26.6%	23.2%	0.9%	0.5%	1.8%	0.1%
1983	Number	1,101	812	689	19	38	64	2	289	249	13	11	16	0
	Percent	100.0%	73.8%	62.6%	1.7%	3.5%	5.8%	0.2%	26.2%	22.6%	1.2%	1.0%	1.5%	0.0%
1985	Number	1,066	761	636	14	36	73	2	305	257	14	17	16	1
	Percent	100.0%	71.4%	59.7%	1.3%	3.4%	6.8%	0.2%	28.6%	24.1%	1.3%	1.6%	1.5%	0.1%
1987	Number	1,072	760	605	11	39	104	1	312	253	13	19	27	0
	Percent	100.0%	70.9%	56.4%	1.0%	3.6%	9.7%	0.1%	29.1%	23.6%	1.2%	1.8%	2.5%	0.0%
TOTAL LADDER RANKS														
1977	Number	6,630	5,951	5,414	99	146	274	18	679	598	23	25	28	5
	Percent	100.0%	89.8%	81.7%	1.5%	2.2%	4.1%	0.3%	10.2%	9.0%	0.3%	0.4%	0.4%	0.1%
1979	Number	6,720	5,974	5,398	104	155	299	18	746	655	23	23	40	5
	Percent	100.0%	88.9%	80.3%	1.5%	2.3%	4.4%	0.3%	11.1%	9.7%	0.3%	0.3%	0.6%	0.1%
1981	Number	6,712	5,914	5,332	94	159	312	17	798	709	23	22	39	5
	Percent	100.0%	88.1%	79.4%	1.4%	2.4%	4.6%	0.3%	11.9%	10.6%	0.3%	0.3%	0.6%	0.1%
1983	Number	6,910	6,063	5,444	100	167	339	13	847	747	25	28	44	3
	Percent	100.0%	87.7%	78.8%	1.4%	2.4%	4.9%	0.2%	12.3%	10.8%	0.4%	0.4%	0.6%	0.0%
1985	Number	7,111	6,162	5,495	103	168	380	16	949	831	28	39	47	4
	Percent	100.0%	86.7%	77.3%	1.4%	2.4%	5.3%	0.2%	13.3%	11.7%	0.4%	0.5%	0.7%	0.1%
1987	Number	7,217	6,181	5,461	101	189	416	14	1,036	893	29	48	63	3
	Percent	100.0%	85.6%	75.7%	1.4%	2.6%	5.8%	0.2%	14.4%	12.4%	0.4%	0.7%	0.9%	0.0%

TABLE II-1 (continued)

		MEN						WOMEN					
LADDER RANKS	GRAND TOTAL	MEN TOTAL	WHITE	BLACK	HISP	ASIAN	AMERICAN INDIAN	WOMEN TOTAL	WHITE	BLACK	HISP	ASIAN	AMERICAN INDIAN
NON-LADDER RANKS													
1977 Number	6,709	5,011	4,355	84	113	434	25	1,698	1,427	69	44	148	10
Percent	100.0%	74.7%	64.9%	1.3%	1.7%	6.5%	0.4%	25.3%	21.3%	1.0%	0.7%	2.2%	0.1%
1979 Number	6,779	4,903	4,204	75	155	458	11	1,876	1,571	75	51	169	10
Percent	100.0%	72.3%	62.0%	1.1%	2.3%	6.8%	0.2%	27.7%	23.2%	1.1%	0.8%	2.5%	0.1%
1981 Number	5,111	3,560	3,040	52	91	371	6	1,551	1,315	54	43	131	8
Percent	100.0%	69.7%	59.5%	1.0%	1.8%	7.3%	0.1%	30.3%	25.7%	1.1%	0.8%	2.6%	0.2%
1983 Number	5,360	3,683	3,084	43	118	435	3	1,677	1,423	58	40	146	10
Percent	100.0%	68.7%	57.5%	0.8%	2.2%	8.1%	0.1%	31.3%	26.5%	1.1%	0.7%	2.7%	0.2%
1985 Number	5,621	3,824	3,225	39	113	438	9	1,797	1,509	59	50	171	8
Percent	100.0%	68.0%	57.4%	0.7%	2.0%	7.8%	0.2%	32.0%	26.8%	1.0%	0.9%	3.0%	0.1%
1987 Number	6,118	4,159	3,458	48	121	528	4	1,959	1,608	61	61	223	6
Percent	100.0%	68.0%	56.5%	0.8%	2.0%	8.6%	0.1%	32.0%	26.3%	1.0%	1.0%	3.6%	0.1%
TOTAL ACADEMIC WORKFORCE													
1977 Number	13,339	10,962	9,769	183	259	708	43	2,377	2,025	92	69	176	15
Percent	100.0%	82.2%	73.2%	1.4%	1.9%	5.3%	0.3%	17.8%	15.2%	0.7%	0.5%	1.3%	0.1%
1979 Number	13,499	10,877	9,602	179	310	757	29	2,622	2,226	98	74	209	15
Percent	100.0%	80.6%	71.1%	1.3%	2.3%	5.6%	0.2%	19.4%	16.5%	0.7%	0.5%	1.5%	0.1%
1981 Number	11,823	9,474	8,372	146	250	683	23	2,349	2,024	77	65	170	13
Percent	100.0%	80.1%	70.8%	1.2%	2.1%	5.8%	0.2%	19.9%	17.1%	0.7%	0.5%	1.4%	0.1%
1983 Number	12,270	9,746	8,528	143	285	774	16	2,524	2,170	83	68	190	13
Percent	100.0%	79.4%	69.5%	1.2%	2.3%	6.3%	0.1%	20.6%	17.7%	0.7%	0.6%	1.5%	0.1%
1985 Number	12,732	9,986	8,720	142	281	818	25	2,746	2,340	87	89	218	12
Percent	100.0%	78.4%	68.5%	1.1%	2.2%	6.4%	0.2%	21.6%	18.4%	0.7%	0.7%	1.7%	0.1%
1987 Number	13,335	10,340	8,919	149	310	944	18	2,995	2,501	90	109	286	9
Percent	100.0%	77.5%	66.9%	1.1%	2.3%	7.1%	0.1%	22.5%	18.8%	0.7%	0.8%	2.1%	0.1%

Source: Biennial Higher Education Staff Information (EEO-6) Reports

Note: since 1979, Student Assistant titles have been excluded from the Non-Ladder Ranks and Total Academic Workforce data.

TABLE II-2

UNIVERSITY OF CALIFORNIA

LADDER RANK FACULTY
MINORITIES AND WOMEN
1977 TO 1987

RANK	NUMBER 1977	NUMBER 1987	PERCENT REPRESENTATION 1977	PERCENT REPRESENTATION 1987
PROFESSORS				
Minorities	245	436	7.1%	9.4%
Women	142	368	4.1%	8.0%
All	3,454	4,627	100.0%	100.0%
ASSOCIATE PROFESSORS				
Minorities	138	188	8.8%	13.5%
Women	159	310	10.2%	22.3%
All	1,565	1,393	100.0%	100.0%
ASSISTANT PROFESSORS				
Minorities	218	214	14.7%	20.0%
Women	336	312	22.6%	29.1%
All	1,486	1,072	100.0%	100.0%
ALL RANKS				
Minorities	601	838	9.2%	11.8%
Women	637	990	9.8%	14.0%
All	6,505	7,092	100.0%	100.0%

Note: excludes Lecturers with Security of Employment

TABLE II-3

UNIVERSITY OF CALIFORNIA
NUMBER AND PERCENTAGE OF LADDER RANK FACULTY
NEW APPOINTMENTS, 1985-86 & 1986-87

		MEN							WOMEN					
LADDER RANKS		GRAND TOTAL	MEN TOTAL	WHITE	BLACK	HISP	ASIAN	AMERICAN INDIAN	WOMEN TOTAL	WHITE	BLACK	HISP	ASIAN	AMERICAN INDIAN
PROFESSORS														
	Number	196	171	153	3	4	10	1	25	18	4	1	1	1
	Percent	100.0%	87.2%	78.1%	1.5%	2.0%	5.1%	0.5%	12.8%	9.2%	2.0%	0.5%	0.5%	0.5%
ASSOCIATE PROFESSORS														
	Number	76	57	47	1	3	6	0	19	16	1	2	0	0
	Percent	100.0%	75.0%	61.8%	1.3%	3.9%	7.9%	0.0%	25.0%	21.1%	1.3%	2.6%	0.0%	0.0%
ASSISTANT PROFESSORS														
	Number	407	288	231	4	15	37	1	119	100	4	6	9	0
	Percent	100.0%	70.8%	56.8%	1.0%	3.7%	9.1%	0.2%	29.2%	24.6%	1.0%	1.5%	2.2%	0.0%
TOTAL LADDER RANK														
	Number	679	516	431	8	22	53	2	163	134	9	9	10	1
	Percent	100.0%	76.0%	63.5%	1.2%	3.2%	7.8%	0.3%	24.0%	19.7%	1.3%	1.3%	1.5%	0.1%

Note: this data presents all, full and part-time, Ladder Rank Faculty appointments.

III. STAFF AND MANAGEMENT AFFIRMATIVE ACTION

A. Statistical Profile, 1975-1987

During the twelve-year period (1975 to 1987) covered by this report, total headcount for career staff and management personnel at the University of California rose from 38,626 in 1975 to 53,046 in 1987, an increase of 14,420 employees, or 37.3%. Minority representation grew from 11,435 to 18,250, an increase of 6,815 employees, or 59.6%. Female representation increased from 24,360 to 34,875, a gain of 10,515 employees, or 43.2%.

As the total number of employees grew, minorities and women increased both in numbers and as a percentage of the workforce: minorities increased 4.8 percentage points, from 29.6% in 1975 to 34.4% in 1987; women increased 2.6 percentage points, from 63.1% to 65.7%.

The statistics for the period 1975 to 1987 indicate progress for minorities and women within almost all job categories of staff and management personnel at the University.

Table 1 illustrates changes over this twelve-year time period in the proportion of minorities and women within each of the following EEO-6 job categories for staff and management: Executive/Administrative/Managerial, Professional Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Craft, and Service/Maintenance. The first four columns of Table 1 show the percentages of both minorities and women within each EEO-6 category during the years 1975 and 1987, respectively. The fifth and sixth columns show proportional changes between 1975 and 1987 for minorities and women within each occupational category.

As Table 1 indicates, minority representation has increased in all EEO-6 categories since 1975. The greatest increases occurred in the Skilled Craft category, where the proportion of minorities rose by 9.4 percentage points, and in the Secretarial/Clerical category, where a gain of 8.4 percentage points was achieved. Minorities now represent 28.3% and 36.8%, respectively, of those job categories. Minorities also increased in proportion by 4.1 percentage points to 14.2% of the total Executive/Administrative/Managerial category, by 5.4 percentage points to 24.2% of the total Professional Non-Faculty category, by 5.4 percentage points to 40.0% of the total Technical/Paraprofessional category, and by 7.3 percentage points to 66.1% of the total Service/Maintenance category.

Women gained in four of the six EEO-6 job categories. The greatest proportional gain was achieved in the Executive/Administrative/Managerial category, where women increased by 22.8% percentage points. Women now represent 46.6% of that category. In addition, women represent 69.3% of the Professional Non-Faculty category, an increase of 7.5% percentage points since 1975. Women also made gains in the Technical/Paraprofessional and Skilled Craft areas, where the proportion of women increased by 1.7 and 3.0 percentage points, respectively. Female representation is now 51.3% of the Technical/Paraprofessional category and 5.6% of the Skilled Craft category.

The proportion of women decreased in two categories: Secretarial/Clerical (by 3.2 percentage points, from 86.8% to 83.6%) and Service/Maintenance (by 2.7 percentage points, from 36.1% to 33.4%).

In summary, during the twelve years from 1975 to 1987, the University has achieved gains in the overall representation of both minorities and women in its workforce. Minorities have increased in all occupational categories during this period of time, while women have made an especially noteworthy gain in the Executive/Administrative/Managerial category.

B. Programmatic Evaluations

This part of the report examines affirmative action programs for staff and management, with emphasis on the University's Employee Affirmative Action Development Programs.

The University of California follows a general policy of employee development for all staff and management personnel, irrespective of sex, race, ethnicity, or other non-job-related personal characteristics. Under this general policy, any employee may apply to his or her supervisor or department head to participate in on- or off-campus training programs, courses, seminars, conferences, and similar activities aimed at improving employees' performance in their present jobs or developing the skills, knowledge, and experience necessary for advancement and job mobility. Depending on the availability of departmental funds, the supervisor's assessment of the employee's training needs, and workload constraints, the department may provide support in the form of release time and/or payment of fees to participate in the program. Also under this policy, any career employee who meets the admission requirements of the University is eligible for a two-thirds fee reduction in order to enroll in regular academic coursework.

In addition to, and distinct from, such general employee development activities is the Employee Affirmative Action Development Program. The Program was initiated in 1978 with $604,700 in State General Funds and $300,000 in University Opportunity Funds. It is intended to provide employee training and development in support of equal employment opportunity and affirmative action for targeted groups, primarily minorities and women.

It is important to keep in mind the relationship between the Employee Affirmative Action Development Program and the University's broader affirmative action personnel program, established in 1973 pursuant to Executive Order 11246 and the 1972 Education Amendments to Title VII of the Civil Rights Act. Under the Executive Order, campuses are required to develop written Affirmative Action Plans, including identification of "goals and timetables" for hiring members of protected classes, and to establish numerous other administrative procedures in order to implement such Plans and monitor compliance with Federal regulations. Throughout most of the 1970s, the University's affirmative action efforts were focused in that area, concentrating particularly on outreach and external recruitment activities in order to attract minorities, women, and other protected-class members into areas of the University workforce where they were underutilized.

By the late 1970s, however, it became apparent that mere compliance with Federal regulations was not sufficient, and that additional programmatic efforts were needed. Although formal Affirmative Action Plans and hiring goals were effective in bringing greater numbers of minorities, women, and other protected-class members into the University workforce, a complementary strategy was needed in order to expand career development and advancement opportunities for those entering and already in the workforce.

The Employee Affirmative Action Development Program was instituted with this objective in mind. The primary targets of the Program are minorities, women, and other protected-class members who are current employees of the University. Program funds are reserved exclusively for employee training and development activities, as distinct from administrative expenditures for the University's affirmative action program.

I. Overview

The Employee Affirmative Action Development Program consists of three separate components for faculty, staff, and management. The following sections review the Staff Affirmative Action Development Program and the Management Fellowship Program.

Staff and management programs are offered and administered at the campus level, based on general guidelines established by the Office of the President. Guidelines issued by the Office of the President for the Staff Affirmative Action Development Program include the following:

> Priority should be given to funding projects which address the training and development needs of women and minority employees, particularly where such projects may assist in qualifying women and minorities for positions showing underutilization of protected classes, as identified by the (campus) affirmative action officers.
>
> Funds allocated under this program are not intended to be used for indirect costs such as administrative salaries or office space.

Within these general guidelines, campuses are permitted considerable flexibility in designing specific programs tailored to their specific needs. The range of programmatic offerings in the staff development area is quite diversified:

- Career Development Workshops
- Staff Affirmative Action Scholarships
- Technical Skills Training Programs
- Staff Affirmative Action Internships
- Management Skills Assessment Program

Each of these types of programs is reviewed below.

The Management Fellowship Program is characterized by a more uniform approach across campuses. The key feature of this program is the placement of selected Fellows under the mentorship of a senior management official. Fellowship funding is contingent upon approval by the Office of the President based on review of campus proposals. As indicated in the program guidelines, priority is given to funding proposals which are "responsive to future management needs and affirmative action goals of the campus for specific protected classes," and where the Fellowship will "provide an experience which significantly enhances the recipient's ability to compete more effectively for University management positions." Both senior-level staff and faculty members may be recipients of a Management Fellowship award.

II. Evaluation Criteria

The Staff Affirmative Action Development Program and the Management Fellowship Program are evaluated by campuses and the Office of the President. For purposes of this review, three main criteria will be considered: targeting of intended groups, program costs, and program effectiveness.

a) Targeting of intended groups. This refers to the demographic profile of program participants, specifically their breakdown by race and sex. Given that minorities and women are the primary targets of these programs, this factor should be reflected in the actual composition of program participants. It must be noted, however, that some programs are not limited exclusively to women and minorities, and other employees are also eligible to apply.

b) Program costs. This criterion is examined primarily in terms of the comparative cost per participant of different programs.

c) Program effectiveness. This refers to the relative effectiveness of programs in increasing career mobility among participants, as indicated by subsequent promotions or reclassifications. Two caveats are essential. First, due to the absence of a control group against which to compare the performance of program participants, no truly definitive assessment is possible. Data on subsequent promotions or reclassifications should therefore be treated as merely suggestive of the long-term effectiveness of different programs. Second, and equally important, some of the programs reviewed later in this report are designed primarily to provide skills assessment and development rather than to promote career mobility. While the overall aim of the Employee Affirmative Action Development Program is to enhance career mobility, specific components of the program must be assessed in terms of their own specific objectives.

III. Career Development Workshops

This type of program has been offered at most campuses, albeit with some variations in program structure and content, since 1978. In general, career development workshops take the form of small-group, lecture-and-discussion sessions over a period of several weeks, usually under the direction of an employment counselor or trainer. Participating employees are introduced to basic concepts of career planning and are encouraged to develop individualized career plans, identifying specific areas where further training or coursework maybe necessary in order for the employee to prepare for the career goals which he or she has identified. In addition, participants are provided guidance on effective techniques for resume writing, job interviewing, and related matters.

A representative example of this type of program is the Mid-Career Planning and Development Program for Staff Women and Minority Employees at the Riverside campus. A total of 98 employees participated in the program over a three-year period, 92 of whom were minorities and/or women. Program costs averaged $53 per participant. 14 program participants later received promotions or upward reclassifications, although it is impossible to determine the extent to which this was attributable to the effects of the Program itself, for reasons given above. Nevertheless, employee response to the Program was quite favorable, and demand for the Program led subsequently to its incorporation as part of the regular employee development program offerings provided through the campus Personnel Office.

One of the main attractions of this type of program is its generally low cost in comparison with other types of employee development programs. The main limitation, however, is that short-term career counseling cannot be expected to produce significant long-term results in the majority of cases. Career development workshops represent only a necessary first step; once the employee has formulated a realistic career development plan, additional resources and programmatic offerings must be made available to bring the plan to fruition.

For these reasons, Employee Affirmative Action Development Program funds have been used primarily as "seed" money to initiate career development workshops at the campuses, especially during the earlier years of the Program. In addition to Riverside, the Berkeley, Davis, Irvine, Los Angeles, and San Diego campuses initiated programs of this type during 1978-81. Once established, these programs have in most cases been integrated with regular employee training and development offerings provided through the campus Personnel Office, freeing Affirmative Action Development funds to support other types of programmatic activities, as described below.

IV. Staff Affirmative Action Scholarships

This type of program provides small grants to support specific training activities and special coursework. Staff scholarships are often used in conjunction with, or as a follow-up to, career development workshops in order to address specific training needs identified in the employee's career plan. This type of programmatic approach has been emphasized particularly at the Irvine, Riverside, San Francisco, San Diego, and Santa Cruz campuses.

At the Irvine campus, for example, 266 staff scholarships were awarded from Employee Affirmative Action Development funds between 1978 and 1984. Of the award recipients, 257, or 97 percent, were minority and/or female staff employees. The average size of award was $244 per participant. The awards have been used primarily to provide payment of fees for academic coursework, attendance at professional conferences, and similar activities related to the employee's specific career goals. Participant evaluations have been extremely favorable, and the program is consistently oversubscribed.

It is again difficult, however, to assess the impact of such programs on subsequent job mobility. This is true not only because of the lack of a control group, but also because scholarship awards tend to be relatively small and are used to support specific educational and training activities of limited duration. Thus, as viewed by program participants themselves, the primary benefit of such awards is most often viewed in terms of the immediate, tangible effect in allowing participants to attend school and accumulate course credits and other qualifications leading toward an eventual degree or license. Scholarships are also of immediate benefit in developing specific job skills useful in the employee's current job.

The immediate benefits that this type of program can provide are illustrated by the Minority Nurse Education Support Program, introduced at the San Francisco campus beginning in 1981-82. Nursing education is both an expensive and a lengthy undertaking, and the terminal objective of an undergraduate or graduate degree can take 6 to 8 years if pursued on a part-time basis. In view of that, the Program has been designed to provide repeat awards to participating employees over a multi-year period, and to provide somewhat larger awards than in the case of other scholarship-type programs. In 1983-84, for example, awards averaged approximately $1,370 per participant, and were used to cover both partial salary support and books and fees in order for participants to attend school while working. A total of 19 employees have been served by the Program since its inception, all of whom have been minorities and/or women. Of the 19, two have thus far received promotions, one from Licensed Vocational Nurse to Clinical Nurse I, the other from Clinical Nurse III to Administrative Nurse I. A better indicator of the success of the Program, however, is that all the remaining participants show continuing progress toward a qualifying degree and/or license in their chosen area, as indicated by academic accomplishments which are measurable on a quarterly or semester unit basis from year to year. The following participant responses are typical:

> With the help of the Minority Nurse Education Support Program I have been allowed to continue my nursing education. This program is a great benefit for people like myself who otherwise would not have been able to continue their educational endeavor, without the support of MNESP.
>
> This [program] has been a great help to me as encouraging me to continue and a relief that my assistance to my parents [from working] can continue. If this program were not available now I couldn't continue to go to school.
>
> The Minority Nurse Education Support Program assisted my pursuit to my nursing education. It allowed time, money and energy to concentrate on my masters studies. Without the fund, I probably would have not been able to continue in my full course work and study and gain from the program. I feel the minority support [program] is beneficial and necessary for all people of color.

V. Technical Skills Training Programs

These types of programs are targeted at specialized, technical job classifications, where minorities and women tend to be underrepresented. Such programs typically utilize a combination of classroom and on-the-job training in order to impart the basic technical skills needed to advance into technical occupations.

An example is the Pharmacy Technician Training Program, introduced at the UC San Diego Medical Center in 1979-80. This program involved a 20-week course of instruction, including both classroom instruction and on-the-job training. 19 employees participated in the program at an average cost of $163 per participant. (However, this cost reflects only Employee Affirmative Action Development funding, and does not include other costs borne by the Medical Center.) 12 employees successfully completed the course, of whom four, including three white females and one Hispanic female, were subsequently hired as Pharmacy Technicians at the Medical Center.

The success of the initial program spawned similar programmatic efforts for other technical classifications at the Medical Center. In 1980-81, the Respiratory Therapist Program was initiated with support from Employee Affirmative Action Development funding; of six trainees, three were hired into the Department of Respiratory Therapy, including two black females and one black male. Subsequently, the Medical Center has introduced a Health Careers Technical Training Program, designed to provide a nine-week "core" introduction to hospital systems, medical terminology, and basic anatomy and physiology, and has also developed a Dietary Traineeship Program, targeted at the Dietetic Assistant job classification. Outcome data for the latter programs are not yet available.

Santa Barbara is another campus that has emphasized this type of technical skills training program. Based on areas of underutilization identified in the campus Affirmative Action Plan, the campus introduced specific training programs for Computer Operators/Word Processors, Storekeepers, and Publications and Library Assistants. The Library Assistant Training Program, for example, involved a 12-week course in which selected employees were provided with partial release time from their regular positions in order to learn automated cataloging and bibliographic search techniques. A total of 21 employees participated in the various training programs over a three-year period at an average cost of $839 per participant. All participants were minorities and/or women. Of the 21, ten subsequently received promotions or upward reclassifications at the Santa Barbara campus, and one received a promotional transfer to another University campus.

As these results suggest, the main advantage of this type of technical skills training program is that it can produce fairly dramatic, short-term results at relatively low cost. The main limitation, however, is that this programmatic approach is most suited to paraprofessional job classifications requiring basic technical skills, but is less well suited to other occupational areas and levels of the workforce.

VI. Staff Affirmative Action Internships

These programs provide participants with an opportunity to intern in, and gain exposure to, a higher-level job classification to which they aspire. Internships are generally reserved for those in upper-level staff classifications (e.g., Administrative Assistant II or equivalent and above), although there are differences among campus programs in this regard. The Clerical Internship Program at the Riverside campus, for example, is targeted at the Administrative Assistant II level and below, while the Davis campus Mid-Management Internship Program is aimed at a somewhat higher level and is intended to provide opportunities for staff employees to move into entry-level management and/or supervisory positions. The Santa Barbara campus combines elements of both: the Middle Management Internship Program is designed to provide opportunities to move into management, while the Career Experience Development Program permits those at lower classifications to intern in the positions vacated by candidates selected for the mid-management program.

A total of 41 staff internships have been supported from Employee Affirmative Action Development funds, all of which have been awarded to minority and/or female staff employees. The main obstacle to expanded use of internships is the higher salary-replacement costs of this type of program as compared to others: the average cost per participant for all internships was $4,734, and this figure was considerably higher in the case of full-time internships extending over a period of several months. The average cost of a full-time internship for six months was approximately $16,200. For this reason, staff internships can be offered in most cases only on a part-time basis, usually for 12 to 16 weeks. This can pose a problem not only because of the limited duration of the internship experience, but also because participants must split their time between their regular jobs and the internship assignments.

Nevertheless, despite their cost, and despite the fact that they can be offered only on a part-time basis in most cases, internships have proved to be among the most effective of all Staff Affirmative Action Development Programs. Of the 41 staff internships funded, 18 recipients have subsequently assumed higher-level positions within the University, a "success" rate of 44 percent.

In addition, another two have accepted higher-level positions outside the University.

As might be expected, the "success" rate tends to be higher than the average—50 percent—for full time, longer-term internships than in the case of part-time, shorter-term placements. However, because of the lower cost of the latter, they can be offered more frequently. Thus, even with a somewhat lower "success" rate, part-time, short-term internships have contributed to a greater absolute number of promotions and upward reclassifications. Even where internships do not lead directly to advancement, the knowledge and experience gained can be of immediate benefit in improving employees' performance on their current jobs.

VII. Management Skills Assessment Program

The Management Skills Assessment Program (MSAP) was initiated in 1978-79 as part of an intercampus, collaborative effort among the northern campuses of the University. It is aimed primarily at mid-level administrative and professional staff employees (e.g., Administrative Analysts, Management Services Officers).

MSAP is designed to provide a rigorous assessment of management skills, including areas of weakness as well as areas of strength. It is not, however, a training program. While the assumption inherent in the program is that employees will be encouraged to improve on-the-job effectiveness and to develop skills needed for advancement, the primary and immediate objective is to provide participants with a realistic, candid, and thorough appraisal of their skills and potential for management positions.

MSAP is conducted as an in-residence, three-to-five day program, during which participants perform individual and group exercises simulating management activities, such as problem solving with a group, analyzing financial data, and planning and organizing administrative tasks. After each exercise, participants evaluate themselves and also obtain oral and written feedback from University managers, who act as assessors. Both the assessees and the assessors prepare summary reports which serve as the basis for a closing interview, during which individual development plans are formulated. In addition, upon return to their home campuses, employees are encouraged to meet with their supervisors to review the assessment data in relation to their present job responsibilities and discuss individual development plans.

While it is difficult to measure the effects of such a short-term program in any precise, quantitative way, it is clear that participants themselves view MSAP as highly beneficial. The following responses are typical of most assessees:

> What the Assessment Program has is credibility. I believed what was said about me. I came away with a clear picture of my strengths and 'areas of needed improvement' and a new-found confidence in my ability to do my job.
>
> The Management Skills Assessment Program was extremely helpful in validating skills I had by was uneasy about using. Working with the groups and the assessors made me realize that my organizational and leadership skills were indeed just that, and not me being 'pushy' or 'bossy.'
>
> The Management Skills Assessment Program is both a key and a mirror. The

> key unlocks the doors to our inner selves—the core to who we are; the mirror lets us see ourselves as others see us.

In addition, the benefits of the program extend beyond the assessees themselves, as the following comments of assessors and supervisors testify:

> The Program spurred me to assess the developmental needs of my own staff, to identify candidates for advancement, and to seek broader professional opportunities for myself. (assessor)

> The Assessment Program was one of the most personally rewarding activities in which I participated...I believe it is one of the best developmental tools we can offer UC employees. (assessor)

> My employee returned with a clearer, more active approach to her own professional development, which made my job as a manager easier. (supervisor)

> _________ had always been a top-notch staff analyst, but came back from the Assessment Program with a completely new attitude toward management. She realized it was an important area of activity, devoted serious attention to it, and succeeded in handling a very difficult situation in the office. I am tremendously impressed. (supervisor)

Demand for the Program has grown to the extent that in 1983-84, a separate southern campus program was established, administered by the Irvine campus. The northern campus Program continues to be administered by the Berkeley campus and is offered twice yearly. Between 36 and 42 assessees and 12 to 14 assessors from University management attend each session.

Over 600 staff employees have participated in MSAP since its inception, of which approximately 77 percent have been women and 36 percent minority staff employees. Depending on the location of the employee's home campus, cost per participant for fees and transportation now averages between $350 and $574, which is equal to or below the cost of similar commercial programs.

VIII. Management Fellowship Program

Research in the field of management development suggests that individual mobility within the corporate world depends most critically on opportunities to perform non-routine, highly visible assignments, as well as the adoption by mentors at all levels in the organization but particularly those closest to the top. The Management Fellowship Program is designed to provide such opportunities within the University.

Management Fellowships are established under the mentorship of a senior management official, typically at the level of Vice Chancellor or above. Fellowships usually run from six months to a year on a full-time basis. A Fellowship plan, including identification of assignments and responsibilities, is worked out jointly between the Fellow and the mentor. The mentor and the Fellow meet regularly to assess progress, and both are expected to complete a summary evaluation at the conclusion of the Fellowship period. While selection as a Fellow does not lead automatically to a promotion at the conclusion of the Program, it is expected that the experience will enhance the Fellow's opportunity to be a strong candidate for managerial positions that become available in the future.

Management Fellowships are the most expensive of the types of programs considered in this evaluation, since they involve salary reimbursement for those who usually are already in a senior staff professional or academic position. In some cases funds have been provided to support academic acceleration where the lack of appropriate credentials poses an immediate barrier to career mobility. In 1985-86, the average cost per participant of the Management Fellowship Program was $20,601, all of which took the form of salary replacement.

Based on evaluations of the Program, the Office of the President has established the following priorities in reviewing campus Fellowship proposals for possible funding. Preference is currently given to proposals in which:

1) a management vacancy can be projected in the near future for which the Fellow could be a serious candidate,

2) the Fellowship plan provides for direct involvement in broader management functions, rather than special projects or analytical assignments, and

3) financial support is contributed by the campus to supplement Employee Affirmative Action Development funds from the Office of the President.

All Management Fellowships awarded since the inception of the Program have gone to women and/or minority employees, including a representative distribution across the major racial and ethnic groups.

As of 1988, 119 Fellows have completed the Program. Of the total of 119, nearly three quarters (87 individuals) have been women, and roughly half (59 individuals) have been minorities, including 29 Blacks, 24 Hispanics, 5 Asians, and 1 American Indian. Ninety of these former fellows are still with the University. Follow-up tracking of these employees shows that 55 of them — 61 percent — have moved into higher-level positions since completing their fellowships, and about half of that movement has been into mid- and senior-level management positions.

These results are consistent with, and have contributed to, the broader overall change that has occurred among the University's executives, administrators, and managers since 1977: the percentage of minorities has increased from 10.1 percent to 14.2 percent, and the percentage of women from 28.6 percent to 46.6 percent of this Federal Occupational Category.

IX. Conclusion

Based on the three criteria established at the outset, this review of the University's Employee Affirmative Action Development Programs for staff and management has shown the following:

a. Targeting of intended groups. All of the specific types of programs

reviewed show a very high rate of participation on the part of women and reviewed show a very high rate of participation on the part of women and minority employees. The programs are serving their intended target groups.

b. Program costs. Costs vary considerably across different types of programs, ranging from $58 per participant for Career Development Workshops to approximately $20,601 for Management Fellowships. The majority of programs, however, fall at the low end of the spectrum. For more expensive programs, the primary cost factor involved is salary replacement for program participants, especially when the program is offered on a fulltime basis over an extended period of time. Nevertheless, per capita expenditures in all cases appear reasonable when differences in the duration, level, and extent of participant involvement in specific programs are taken into account.

c. Program effectiveness. Although no definitive scientific assessment is possible, the data suggest that some types of programs may be more effective than others in promoting job mobility. Technical skills training programs appear to be particularly effective in this regard, although their usefulness is primarily limited to paraprofessional classifications requiring basic technical skills. At other levels of the workforce, internship and fellowship-type programs appear most effective and best suited to the needs of employees. In this respect, the more expensive programs generally tend to be more effective, since they permit both a more intensive and extensive development experience.

However, the "effectiveness" of programs cannot be assessed solely on the basis of job mobility or promotion rates. Other types of programs, even though they may have no direct, measurable impact on job mobility, are equally important if judged on the basis of employee response and demand. Examples include Career Development Workshops and the Management Skills Assessment Center Program, which provide the employee with a starting point from which to consider job and career options. Even apart from career mobility, such programs are of immediate benefit in contributing to employee morale, satisfaction, and productivity in their current jobs, and are consistently among the most popular and oversubscribed staff programs.

These conclusions lead to a final point which has not yet been considered in this review: the level of program offerings in relation to programmatic need. Over 41,000 of the University's career staff workforce--78 percent--are women and/or minority employees. Existing staff and management programs are addressed particularly to this population and have developed the specific components necessary for a coherent and effective overall program. But the fact remains that, in relation to the sheer size of the population to be served, existing programmatic efforts have only scratched the surface and are far short of meeting demonstrable employee needs and demand. Significant additional resources are required to extend opportunities for employee development to a broader spectrum of the University's staff workforce.

APPENDIX

TABLE 1

Percent and Proportional Change of Minorities and Women within EEO-6 Categories for Career Management and Staff Personnel

EEO-6 Category	1975 Percent		1987 Percent		Proportional Change 1975-1987	
	Minorities	Women	Minorities	Women	Minorities	Women
Executive/ Administrative/ Managerial	10.1	23.8	14.2	46.6	+ 4.1	+22.8
Professional Non-Faculty	18.8	61.8	24.2	69.3	+ 5.4	+ 7.5
Secretarial/ Clerical	28.4	86.8	36.8	83.6	+ 8.4	- 3.2
Technical/ Paraprofessional	34.6	49.7	40.0	51.3	+ 5.4	+ 1.7
Skilled Craft	18.9	2.6	28.3	5.6	+ 9.4	+ 3.0
Service Maintenance	58.8	36.1	66.1	33.4	+ 7.3	- 2.7

Source: Biennial EEO-6 Reports. Breakdowns for individual minority groups are shown in Table A-1 in Appendix. Table A-2 in Appendix provides more specific data on the distribution of employees by sex within each minority group.

TABLE A-1

Distribution of Career Management and Staff Personnel *by Race and Ethnicity within EEO-6 Categories* Universitywide 1975, 1977, 1979, 1981, 1983, 1985, 1987[a]

		Grand Total	White	Total Minorities	Black	Hispanic	Asian	American Indian
Executive/Administrative/ Managerial								
1975	Number	1661	1493	168	92	35	30	11
	Percent	100.0	89.9	10.1	5.5	2.1	1.8	.7
1977	Number	1562	1405	157	89	36	30	2
	Percent	100.0	89.9	10.1	5.7	2.3	2.0	.1
1979	Number	1707	1503	204	101	47	45	11
	Percent	100.0	88.1	11.8	5.9	2.7	2.6	.6
1981	Number	1793	1558	235	103	62	61	9
	Percent	100.0	86.9	13.1	5.7	3.5	.4	.5
1983	Number	1888	1624	264	123	69	63	9
	Percent	100.0	86.0	14.0	6.5	3.6	3.4	.5
1985	Number	2054	1758	296	140	77	67	12
	Percent	100.0	85.6	14.4	6.8	3.7	3.3	.6
1987	Number	2615	2244	371	157	103	99	12
	Percent	100.0	85.8	14.2	6.0	3.9	3.8	.5
Professional Non-Faculty								
1975	Number	10,371	8428	1943	488	318	1070	67
	Percent	100.0	81.3	18.8	4.7	3.1	10.3	.7
1977	Number	12,082	9748	2334	539	406	1339	50
	Percent	100.0	80.7	19.3	4.5	3.4	11.1	.4
1979	Number	13,016	10,341	2675	601	455	1565	54
	Percent	100.0	79.5	20.5	4.6	3.5	12.0	.4
1981	Number	13,814	10,839	2975	659	536	1733	47
	Percent	100.0	78.5	21.5	4.8	3.9	12.5	.3
1983	Number	14,845	11,520	3325	736	635	1902	52
	Percent	100.0	77.6	22.4	4.9	4.3	12.8	.4
1985	Number	16,171	12,406	3765	835	726	2144	60
	Percent	100.0	76.7	23.3	5.2	4.5	13.2	.4
1987	Number	18,294	13,871	4423	936	867	2546	74
	Percent	100.0	75.8	24.2	5.1	4.7	13.9	.4

Table A-1
Page 2 of 3

		Grand Total	White	Total Minorities	Black	Hispanic	Asian	American Indian
Secretarial/Clerical								
1975	Number	15,285	10,940	4345	1933	1208	1017	187
	Percent	100.0	71.6	28.4	12.6	7.9	6.7	1.2
1977	Number	16,402	11,570	4832	2033	1478	1194	127
	Percent	100.0	70.5	29.5	12.4	9.0	7.3	.8
1979	Number	16,735	11,590	5145	2102	1655	1260	128
	Percent	100.0	69.3	30.7	12.5	9.9	7.5	.8
1981	Number	17,425	11,769	5656	2305	1793	1412	146
	Percent	100.0	67.5	32.4	13.2	10.3	8.1	.8
1983	Number	16,989	11,203	5786	2335	1878	1431	142
	Percent	100.0	65.9	34.1	13.7	11.1	8.4	.8
1985	Number	16,930	10,972	5958	2341	1922	1545	150
	Percent	100.0	64.8	35.2	13.8	11.4	9.1	.9
1987	Number	19,231	12,159	7072	2623	2292	2003	154
	Percent	100.0	63.2	36.8	13.6	11.9	10.4	.8
Technical/Paraprofessional								
1975	Number	4726	3091	1635	906	381	288	60
	Percent	100.0	65.4	34.6	19.2	8.1	6.1	1.3
1977	Number	5351	3509	1842	943	475	388	36
	Percent	100.0	65.6	34.4	17.6	8.9	7.3	.7
1979	Number	5461	3460	2001	950	530	489	32
	Percent	100.0	63.4	36.6	17.4	9.7	8.9	.6
1981	Number	5489	3412	2077	931	545	567	34
	Percent	100.0	62.2	37.8	17.0	9.9	10.3	.6
1983	Number	5586	3417	2169	939	554	636	40
	Percent	100.0	61.2	38.8	16.8	9.9	11.4	.7
1985	Number	5498	3330	2168	885	585	664	34
	Percent	100.0	60.6	39.4	16.1	10.6	12.1	.6
1987	Number	5884	3528	2356	894	609	811	42
	Percent	100.0	60.0	40.0	15.2	10.4	13.8	.7

TABLE A-2
University of California
Distribution of Career Management and Staff
Personnel by Sex Within EEO-6 Categories
Universitywide
1975, 1977, 1979, 1981, 1983, 1985, 1987[a]

			Male						Female					
		Grand Total	Total	White	Black	His-panic	Asian	American Indian	Total	White	Black	His-panic	Asian	American Indian
Executive/Administrative/ Managerial														
1975	Number	1,661	1,265	1,137	68	27	24	9	396	356	24	8	6	2
	Percent	100.0	76.2	68.5	4.1	1.6	1.4	.5	23.8	21.4	1.4	.5	.4	.1
1977	Number	1,562	1,115	997	63	30	23	2	447	408	26	6	7	0
	Percent	100.0	71.4	63.8	4.0	1.9	1.5	.1	28.6	26.1	1.7	.4	.5	0
1979	Number	1,707	1,139	995	73	33	29	9	568	508	28	14	16	2
	Percent	100.0	66.7	58.3	4.3	1.9	1.7	.5	33.3	29.8	1.6	.8	.9	.1
1981	Number	1,793	1,115	981	63	35	31	5	678	577	40	27	30	4
	Percent	100.0	62.2	54.7	3.5	2.0	1.7	.3	37.8	32.2	2.2	1.5	1.7	.2
1983	Number	1,888	1,122	978	66	40	35	3	766	646	57	29	28	6
	Percent	100.0	59.4	51.8	3.5	2.1	1.9	.2	40.6	34.2	3.0	1.5	1.5	.3
1985	Number	2,054	1,174	1,026	68	44	32	4	880	732	72	33	35	8
	Percent	100.0	57.2	50.0	3.3	2.1	1.6	.2	42.8	35.6	3.5	1.6	1.7	.4
1987	Number	2,615	1,397	1,205	75	62	52	3	1,218	1,039	82	41	47	9
	Percent	100.0	53.4	46.1	2.9	2.4	2.0	.1	46.6	39.7	3.1	1.6	1.8	.3
Professional Non-Faculty														
1975	Number	10,371	3,964	3,265	201	162	308	28	6,407	5,163	287	156	762	39
	Percent	100.0	38.2	31.5	1.9	1.6	3.0	.3	61.8	49.8	2.8	1.5	7.3	.4
1977	Number	12,082	4,315	3,508	199	186	401	21	7,767	6,240	340	220	938	29
	Percent	100.0	35.7	29.0	1.6	1.5	3.3	.2	64.3	51.6	2.8	1.8	7.8	.2
1979	Number	13,016	4,514	3,587	224	207	471	25	8,502	6,754	377	248	1,094	29
	Percent	100.0	34.7	27.6	1.7	1.6	3.6	.2	65.3	51.9	2.9	1.9	8.4	.2
1981	Number	13,814	4,663	3,671	229	232	508	23	9,151	7,168	430	304	1,225	24
	Percent	100.0	33.8	26.6	1.7	1.7	3.7	.2	66.2	51.9	3.1	2.2	8.9	.2
1983	Number	14,845	4,705	3,645	246	266	528	20	10,140	7,875	490	369	1,374	32
	Percent	100.0	31.7	24.6	1.7	1.8	3.6	.1	68.3	53.0	3.3	2.5	9.3	.2
1985	Number	16,171	4,911	3,790	265	275	562	19	11,260	8,616	670	451	1,582	41
	Percent	100.0	30.4	23.4	1.6	1.7	3.6	.1	69.6	53.3	3.5	2.8	9.8	.3
1987	Number	18,294	5,625	4,322	286	318	682	17	12,669	9,549	650	549	1,864	57
	Percent	100.0	30.7	23.6	1.6	1.7	3.7	.1	69.3	52.2	3.5	3.0	10.2	.3

Table A-2
Page 2 of 3

		Grand Total	Male Total	Male White	Male Black	Male Hispanic	Male Asian	Male American Indian	Female Total	Female White	Female Black	Female Hispanic	Female Asian	Female American Indian
Secretarial/Clerical														
1975	Number	15,285	2,010	1,289	309	222	168	22	13,275	9,651	1,624	986	849	165
	Percent	100.0	13.2	8.4	2.0	1.5	1.1	.1	86.8	63.1	10.6	6.5	5.6	1.1
1977	Number	16,402	2,214	1,423	334	265	180	12	14,188	10,147	1,699	1,213	1,014	115
	Percent	100.0	13.5	8.7	2.0	1.6	1.1	.1	86.5	61.9	10.4	7.4	6.2	.7
1979	Number	16,735	2,274	1,448	334	283	194	15	14,461	10,142	1,768	1,372	1,066	113
	Percent	100.0	13.6	8.7	2.0	1.7	1.2	.1	86.4	60.6	10.6	8.2	6.4	.7
1981	Number	17,425	2,499	1,565	363	305	249	17	14,926	10,204	1,942	1,488	1,163	129
	Percent	100.0	14.3	9.0	2.1	1.8	1.4	.1	85.7	58.6	11.1	8.5	6.7	.7
1983	Number	16,989	2,437	1,489	371	322	239	16	14,552	9,714	1,964	1,556	1,192	126
	Percent	100.0	14.3	8.8	2.2	1.9	1.4	.1	85.7	57.2	11.6	9.2	7.0	.7
1985	Number	16,930	2,457	1,505	367	309	256	20	14,473	9,467	1,974	1,613	1,289	130
	Percent	100.0	14.5	8.9	2.2	1.8	1.5	.1	85.5	55.9	11.7	9.5	7.6	.8
1987	Number	19,231	3,158	1,923	415	395	405	20	16,073	10,236	2,208	1,897	1,598	134
	Percent	100.0	16.4	10.0	2.2	2.1	2.1	.1	83.6	53.2	11.5	9.9	8.3	.7
Technical/Paraprofessional														
1975	Number	4,726	2,378	1,746	292	160	148	32	2,348	1,345	614	221	140	28
	Percent	100.0	50.3	37.0	6.2	3.4	3.1	.7	49.7	28.5	13.0	4.7	3.0	.6
1977	Number	5,351	2,517	1,803	317	190	191	16	2,834	1,706	626	285	197	20
	Percent	100.0	47.0	33.7	5.9	3.6	3.6	.3	53.0	31.9	11.7	5.3	3.7	.4
1979	Number	5,461	2,481	1,744	303	198	222	14	2,980	1,716	647	332	267	18
	Percent	100.0	45.4	31.9	5.5	3.6	4.1	.3	54.6	31.4	11.8	6.1	4.9	.3
1981	Number	5,489	2,520	1,710	316	218	263	13	2,969	1,702	615	327	304	21
	Percent	100.0	45.9	31.2	5.8	4.0	4.8	.2	54.1	31.0	11.2	6.0	5.5	.4
1983	Number	5,586	2,570	1,719	339	221	275	16	3,016	1,698	600	333	361	24
	Percent	100.0	46.0	30.8	6.1	4.0	4.9	.3	54.0	30.4	10.7	6.0	6.5	.4
1985	Number	5,498	2,595	1,709	340	239	297	10	2,903	1,621	545	346	367	24
	Percent	100.0	47.2	31.1	6.2	4.3	5.4	.2	62.8	29.5	9.9	6.3	6.7	.4
1987	Number	5,884	2,863	1,849	359	272	370	13	3,021	1,679	535	337	441	29
	Percent	100.0	48.6	31.4	6.1	4.6	6.3	.2	51.3	28.5	9.1	5.7	7.5	.5

		Grand Total	Male						Female					
			Total	White	Black	Hispanic	Asian	American Indian	Total	White	Black	Hispanic	Asian	American Indian
Skilled Craft														
1975	Number	1,324	1,289	1,045	80	88	33	43	35	29	2	3	1	0
	Percent	100.0	97.4	79.0	6.0	6.6	2.5	3.3	2.6	2.2	.2	.2	.1	0
1977	Number	1,527	1,488	1,198	92	125	48	25	39	29	2	6	2	0
	Percent	100.0	97.4	78.5	6.0	8.2	3.1	1.6	2.6	1.9	.1	.4	.1	0
1979	Number	1,559	1,478	1,146	117	130	63	22	81	60	5	12	4	0
	Percent	100.0	94.8	73.5	7.5	8.3	4.0	1.4	5.2	3.8	.3	.8	.3	0
1981	Number	1,606	1,517	1,149	133	142	67	26	89	64	7	13	4	1
	Percent	100.0	94.5	71.5	8.3	8.8	4.2	1.6	5.5	4.0	.4	.8	.2	.1
1983	Number	1,522	1,437	1,074	127	146	67	23	85	57	7	15	5	1
	Percent	100.0	94.4	70.6	8.3	9.6	4.4	1.5	5.6	3.7	.5	1.0	.3	.1
1985	Number	1,552	1,452	1,071	133	164	59	25	100	65	12	16	6	1
	Percent	100.0	93.6	69.0	8.6	10.6	3.8	1.6	6.4	4.2	.8	1.0	.4	.1
1987	Number	1,616	1,525	1,105	139	192	67	22	91	54	13	18	4	2
	Percent	100.0	94.4	68.6	8.6	11.9	4.1	1.4	5.6	3.3	.8	1.1	.2	.1
Service/Maintenance														
1975	Number	5,259	3,360	1,525	1,088	514	175	58	1,899	640	955	200	77	27
	Percent	100.0	63.9	29.0	20.7	9.8	3.3	1.1	36.1	12.2	18.2	3.8	1.5	.5
1977	Number	5,399	3,490	1,547	1,086	606	222	29	1,909	640	893	267	96	13
	Percent	100.0	64.6	28.7	20.1	11.2	4.1	.5	35.4	11.9	16.5	4.9	1.8	.2
1979	Number	5,167	3,354	1,396	1,027	642	263	26	1,813	583	801	300	113	16
	Percent	100.0	64.9	27.0	19.9	12.4	5.1	.5	35.1	11.3	15.5	5.8	2.2	.3
1981	Number	5,351	3,476	1,421	1,056	660	311	28	1,875	591	787	347	136	14
	Percent	100.0	65.0	26.6	19.7	12.3	5.8	.5	35.0	11.0	14.7	6.5	2.5	.3
1983	Number	5,040	3,343	1,284	1,025	671	334	29	1,697	492	704	339	150	12
	Percent	100.0	66.3	25.5	20.3	13.3	6.6	.6	33.7	9.8	14.0	6.7	3.0	.2
1985	Number	4,880	3,245	1,158	976	722	356	33	1,635	462	633	353	179	8
	Percent	100.0	66.5	23.7	20.0	14.8	7.3	.7	33.6	9.5	13.0	7.2	3.7	.2
1987	Number	5,406	3,603	1,298	971	848	451	35	1,803	537	609	395	252	10
	Percent	100.0	66.6	24.0	18.0	15.7	8.3	.6	33.4	9.9	11.3	7.3	4.7	.2

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a/ Source of information for the years 1975-1987 from biennial EEO-6 reports.

SOURCE: EEOC FORM 221
REVISED 1987

1987 HIGHER EDUCATION STAFF INFORMATION EEO-6 REPORT

PAGE 1

CONSOLIDATED - ALL CAMPUSES

C. CONTRACTED OR DONATED SERVICES

1 2 3
4 5

I.
CONTROL NO :
FICE CODE:
SYSTEM CODE:

UNIVERSITY OF CALIFORNIA

D. CONTRACTOR INFO

X 1. $10.0 - $ 49.9
X 2. 50.0 - 999.9
X 3. $1 MILLION +

SALARY OR OTHER INFO	LINE NO.	TOTAL	MALE						FEMALE					
		A	B	C	D	E	F	G	H	I	J	K	L	M
II.A. FULL-TIME FACULTY														
BELOW $10.0	1													
$10.0 - 14.9	2	1	0	0	0	0	0	0	1	1	0	0	0	0
15.0 - 19.9	3	3	1	1	0	0	0	0	2	2	0	0	0	0
20.0 - 24.9	4	48	23	21	0	0	2	0	25	19	1	2	3	0
25.0 - 29.9	5	352	182	158	3	6	15	0	170	151	0	6	12	1
30.0 - 34.9	6	634	397	319	10	26	42	0	237	188	9	17	23	0
35.0 - 39.9	7	784	544	452	20	39	32	1	240	196	11	18	13	2
ABOVE 40.0	8	4276	3815	3383	63	95	265	9	461	409	14	14	22	2
TOT 9-10 MO	9	6098	4962	4334	96	166	356	10	1136	966	35	57	73	5
TOT <9-10 MO	10													
BELOW $10.0	11	9	7	6	0	0	1	0	2	2	0	0	0	0
$10.0 - 14.9	12	11	9	6	0	0	3	0	2	1	0	0	1	0
15.0 - 19.9	13	65	50	36	1	1	12	0	15	4	1	3	7	0
20.0 - 24.9	14	708	503	356	6	13	128	0	205	150	2	7	45	1
25.0 - 29.9	15	462	312	235	4	11	61	1	150	126	1	8	15	0
30.0 - 34.9	16	550	332	256	6	15	54	1	218	181	8	4	25	0
35.0 - 39.9	17	1128	742	616	3	30	92	1	386	310	19	11	45	1
ABOVE 40.0	18	4305	3424	3075	33	74	237	5	881	761	24	19	75	2
TOT 11-12 MO	19	7238	5379	4586	53	144	508	8	1859	1535	55	52	213	4
TOT FT FACULTY	20	13336	10341	8920	149	310	944	18	2995	2501	90	109	286	9
II.B. ALL OTHER FULL-TIME EMPLOYEES														
BELOW $10.0	21													
$10.0 - 14.9	22													
15.0 - 19.9	23	2	0	0	0	0	0	0	2	2	0	0	0	0
20.0 - 24.9	24	2	1	1	0	0	0	0	1	0	1	0	0	0
25.0 - 29.9	25	128	30	26	0	3	0	1	98	82	11	2	2	1
30.0 - 34.9	26	284	65	49	8	6	2	0	219	179	16	10	11	3
35.0 - 39.9	27	277	77	59	8	6	4	0	200	171	14	7	8	0
ABOVE 40.0	28	1923	1224	1070	59	47	46	2	699	606	40	22	26	5
TOT B.1	29	2616	1397	1205	75	62	52	3	1219	1040	82	41	47	9

SOURCE: EEOC FORM 221
REVISED 1987

1987 HIGHER EDUCATION STAFF INFORMATION EEO-6 REPORT

C. CONTRACTED OR DONATED SERVICES

1 2 3
4 5

CONSOLIDATED - ALL CAMPUSES

I.
CONTROL NO :
FICE CODE:
SYSTEM CODE:

UNIVERSITY OF CALIFORNIA

D. CONTRACTOR INFO

X 1. $10.0 - $ 49.9
X 2. 50.0 - 999.9
X 3. $1 MILLION +

SALARY OR OTHER INFO	LINE NO.	TOTAL	MALE						FEMALE					
		A	B	C	D	E	F	G	H	I	J	K	L	M
BELOW $10.0	30	2	1	0	1	0	0	0	1	1	0	0	0	0
$10.0 - 14.9	31	20	7	4	2	0	1	0	13	9	1	2	1	0
15.0 - 19.9	32	48	22	16	1	1	4	0	26	17	3	2	4	0
20.0 - 24.9	33	1377	453	315	24	30	83	1	924	691	34	62	131	6
25.0 - 29.9	34	3744	866	621	70	72	100	3	2878	2175	164	141	380	18
30.0 - 34.9	35	4968	1152	842	77	79	150	4	3816	2817	182	178	624	15
35.0 - 39.9	36	4003	1153	889	46	65	148	5	2850	2108	166	102	467	7
ABOVE 40.0	37	4132	1971	1635	65	71	196	4	2161	1731	100	62	257	11
TOT B.2	38	18294	5625	4322	286	318	682	17	12669	9549	650	549	1864	57
BELOW $ 8.0	39	19	6	4	0	2	0	0	13	10	1	2	0	0
$ 8.0 - 11.9	40	596	253	139	21	41	51	1	343	200	37	41	65	0
12.0 - 15.9	41	803	234	138	28	23	45	0	569	317	75	107	64	6
16.0 - 21.9	42	10498	1580	971	212	201	182	14	8918	5541	1300	1167	833	77
22.0 - 29.9	43	7122	996	610	140	117	125	4	6126	4093	784	573	626	50
ABOVE 30.0	44	197	90	62	14	11	2	1	107	78	11	7	10	1
TOT B.3	45	19235	3159	1924	415	395	405	20	16076	10239	2208	1897	1598	134
BELOW $ 8.0	46													
$ 8.0 - 11.9	47	9	5	3	0	0	1	1	4	2	0	1	0	1
12.0 - 15.9	48	206	101	58	15	12	16	0	105	57	9	14	25	0
16.0 - 21.9	49	2255	880	435	159	121	160	5	1375	656	270	189	239	21
22.0 - 29.9	50	2258	1039	678	144	95	119	3	1219	726	231	113	144	5
ABOVE 30.0	51	1156	838	675	41	44	74	4	318	238	25	20	33	2
TOT B.4	52	5884	2863	1849	359	272	370	13	3021	1679	535	337	441	29
BELOW $ 8.0	53													
$ 8.0 - 11.9	54													
12.0 - 15.9	55	8	6	2	1	2	1	0	2	1	0	1	0	0
16.0 - 21.9	56	72	35	20	5	8	2	0	37	18	7	8	4	0
22.0 - 29.9	57	296	270	183	27	54	4	2	26	16	4	5	0	1
ABOVE 30.0	58	1240	1214	900	106	128	60	20	26	19	2	4	0	1
TOT B.5	59	1616	1525	1105	139	192	67	22	91	54	13	18	4	2
BELOW $ 8.0	60	2	1	0	1	0	0	0	1	0	0	1	0	0
$ 8.0 - 11.9	61	10	4	2	1	1	0	0	6	5	0	0	1	0
12.0 - 17.9	62	1635	882	248	245	243	136	10	753	258	210	174	108	3

SOURCE: EEOC FORM 221
REVISED 1987

1987 HIGHER EDUCATION STAFF INFORMATION EEO-6 REPORT PAGE 3

CONSOLIDATED - ALL CAMPUSES

C. CONTRACTED OR
DONATED SERVICES

1 2 3
4 5

I.
CONTROL NO :
FICE CODE:
SYSTEM CODE:

UNIVERSITY OF CALIFORNIA

D. CONTRACTOR INFO

X 1. $10.0 - $ 49.9
X 2. 50.0 - 999.9
X 3. $1 MILLION +

SALARY OR OTHER INFO	LINE NO.	TOTAL	MALE						FEMALE					
		A	B	C	D	E	F	G	H	I	J	K	L	M
18.0 - 24.9	63	3061	2084	675	609	506	278	16	977	229	393	211	138	6
ABOVE 25.0	64	698	632	373	115	98	37	9	66	45	6	9	5	1
TOT B.6	65	5406	3603	1298	971	848	451	35	1803	537	609	395	252	10
TOT PART B	66	53051	18172	11703	2245	2087	2027	110	34879	23098	4097	3237	4206	241
II.C. ADDITIONAL INFORMATION														
EXEC/ADM/MGR	67	216	184	167	5	7	5	0	32	29	0	1	1	1
SOFT MONEY	68	8770	3925	2947	123	200	647	8	4845	3416	303	367	744	15
FOREIGN NATL FACULTY	69	2343	1938	1221	29	123	565	0	405	245	5	30	124	1
FOREIGN NATL NON-FACULTY	70	4207	1631	334	68	464	763	2	2576	712	58	593	1211	2
III. FULL-TIME FACULTY BY RANK AND TENURE														
A. TENURED														
PROFESSORS	71	4628	4260	3858	49	103	239	11	368	333	8	11	14	2
ASSOC PROFS	72	1393	1083	936	36	43	67	1	310	269	8	15	18	0
ASST PROFS	73													
INSTRUCTORS	74													
LECTURERS	75	125	79	62	5	5	6	1	46	38	0	3	4	1
OTHR FACULTY	76													
TOT TENURED	77	6146	5422	4856	90	151	312	13	724	640	16	29	36	3
B. NON-TENURED ON TRACK														
PROFESSORS	78													
ASSOC PROFS	79													
ASST PROFS	80	1071	759	605	11	38	104	1	312	253	13	19	27	0
INSTRUCTORS	81	1	1	0	0	1	0	0	0	0	0	0	0	0
LECTURERS	82													
OTHR FACULTY	83													
TOT NON-TEN	84	1072	760	605	11	39	104	1	312	253	13	19	27	0

SOURCE: EEOC FORM 221
REVISED 1987

1987 HIGHER EDUCATION STAFF INFORMATION EEO-6 REPORT PAGE 4

CONSOLIDATED - ALL CAMPUSES

C. CONTRACTED OR
DONATED SERVICES

1 2 3
4 5

I.
CONTROL NO :
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UNIVERSITY OF CALIFORNIA

D. CONTRACTOR INFO

X 1. $10.0 - $ 49.9
X 2. 50.0 - 999.9
X 3. $1 MILLION +

SALARY OR OTHER INFO	LINE NO.	TOTAL	MALE						FEMALE					
		A	B	C	D	E	F	G	H	I	J	K	L	M
C. OTHER														
PROFESSORS	85	1325	990	886	11	18	74	1	335	288	13	5	28	1
ASSOC PROFS	86	1103	739	615	5	31	86	2	364	292	18	14	38	2
ASST PROFS	87	1804	1256	1030	11	38	176	1	548	450	9	20	68	1
INSTRUCTORS	88	166	121	107	1	5	8	0	45	32	0	1	12	0
LECTURERS	89	564	296	263	5	8	20	0	268	238	1	7	21	1
OTHR FACULTY	90	1290	836	608	18	25	185	0	454	345	22	18	68	1
TOT OTHER	91	6252	4238	3509	51	125	549	4	2014	1645	63	65	235	6
TOT PART III	92	13470	10420	8970	152	315	965	18	3050	2538	92	113	288	9

IV. OTHER EMPLOYMENT DATA - PART TIME AND NEW HIRES

PART-TIME

SALARY OR OTHER INFO	LINE NO.	A	B	C	D	E	F	G	H	I	J	K	L	M
EXEC/ADM/MGR	93	65	41	37	1	1	1	1	24	21	1	2	0	0
FACULTY	94	4700	3062	2307	53	124	570	8	1638	1318	34	87	196	3
INSTR/RCH AST	95	12730	8226	5699	113	387	2008	19	4504	3460	80	227	726	11
PROF NON-FAC	96	1853	652	475	32	42	102	1	1201	942	45	56	151	7
SECY/CLER	97	3318	762	479	100	93	84	6	2556	1692	318	249	278	19
TECH PARA PRF	98	1304	633	431	45	41	111	5	671	452	46	54	112	7
SKLD CRAFT	99	131	125	98	6	16	4	1	6	3	0	0	3	0
SERV MAINT.	100	1138	687	281	136	154	115	1	451	209	74	83	82	3
TOT PRT-TIME	101	25239	14188	9807	486	858	2995	42	11051	8097	598	758	1548	50
/_/ NONE														

NEW HIRES

SALARY OR OTHER INFO	LINE NO.	A	B	C	D	E	F	G	H	I	J	K	L	M
EXEC/ADM/MGR	102	65	42	37	3	0	2	0	23	22	1	0	0	0
FACULTY TEN	103	69	60	51	2	2	5	0	9	8	0	1	0	0
FAC NON-TEN.	104	140	101	75	0	4	22	0	39	26	4	3	6	0
FAC OTHER	105	644	462	369	6	14	73	0	182	143	2	6	30	1
PROF. NON-FAC	106	925	228	179	11	12	26	0	697	538	35	29	90	5
SECY/CLER	107	944	177	118	9	20	29	1	767	508	80	97	79	3
TECH PARA PRF	108	291	147	103	12	10	22	0	144	88	15	14	25	2
SKLD CRAFT	109	34	29	24	1	4	0	0	5	2	2	0	0	1
SERV MAINT.	110	238	171	56	48	37	30	0	67	30	14	11	12	0
TOT NEW HRS	111	3350	1417	1012	92	103	209	1	1933	1365	153	161	242	12
/_/ NONE														

California Postsecondary Education Commission
Supplement to the
HIGHER EDUCATION STAFF INFORMATION (EEO-6) SURVEY

DAVID PIERPONT GARDNER
UNIVERSITY OF CALIFORNIA
2199 ADDISON STREET
BERKELEY, CALIFORNIA 94720

PAGE 1

JOB ID: FCPAA2
RPT ID: FCPAA2.41
RUNDATE: 04/18/88
EFF. DATE: OCT 87 F

AA 2.41
SUPPLEMENT - 9-10 MO. FACULTY - ANNSAL GE $40,000
UNIVERSITYWIDE

Consolidated

	TOTAL B+H A	TOT-M C-G B	M WHITE C	M BLACK D	M HISP. E	M ASIAN F	M IND. G	TOT-F I-M H	F WHITE I	F BLACK J	F HISP. K	F ASIAN L	F IND. M
$40,000-44,999	668	519	427	13	21	54	4	149	127	4	7	9	2
$45,000-49,999	579	481	411	17	12	38	3	98	84	5	4	5	0
$50,000-54,999	544	479	422	11	14	31	1	65	60	2	1	2	0
$55,000-59,999	546	496	448	8	13	27	0	50	45	2	1	2	0
$60,000-ABOVE	1939	1840	1675	14	35	115	1	99	93	1	1	4	0
TOTAL	4276	3815	3383	63	95	265	9	461	409	14	14	22	2

NUMBER OF PEOPLE NOT INCLUDED BECAUSE OF INVALID SEX OR ETHNICITY 18

California Postsecondary Education Commission
Supplement to the
HIGHER EDUCATION STAFF INFORMATION (EEO-6) SURVEY

DAVID PIERPONT GARDNER
UNIVERSITY OF CALIFORNIA
2199 ADDISON STREET
BERKELEY, CALIFORNIA 94720

PAGE 1

JOB ID: FCPAA2
RPT ID: FCPAA2.42
RUNDATE: 04/18/88
EFF. DATE: OCT 87 F

AA 2.42
SUPPLEMENT - 11-12 MO. FACULTY - ANNSAL GE $40,000
UNIVERSITYWIDE

Consolidated

	TOTAL B+H A	TOT-M C-G B	M WHITE C	M BLACK D	M HISP. E	M ASIAN F	M IND. G	TOT-F I-M H	F WHITE I	F BLACK J	F HISP. K	F ASIAN L	F IND. M
$40,000-44,999	698	466	407	3	11	45	0	232	203	4	3	21	1
$45,000-49,999	835	573	492	5	19	57	0	262	225	7	5	25	0
$50,000-54,999	543	429	388	7	12	22	0	114	96	4	2	11	1
$55,000-59,999	344	284	254	3	6	21	0	60	49	3	3	5	0
$60,000-ABOVE	1884	1671	1533	15	26	92	5	213	188	6	6	13	0
TOTAL	4304	3423	3074	33	74	237	5	881	761	24	19	75	2

NUMBER OF PEOPLE NOT INCLUDED BECAUSE OF INVALID SEX OR ETHNICITY 8

California Postsecondary Education Commission
Supplement to the
HIGHER EDUCATION STAFF INFORMATION (EEO-6) SURVEY

DAVID PIERPONT GARDNER
UNIVERSITY OF CALIFORNIA
2199 ADDISON STREET
BERKELEY, CALIFORNIA 94720

PAGE 1

JOB ID: FCPAA2
RPT ID: FCPAA2.40
RUNDATE: 04/18/88
EFF. DATE: OCT 87 F

AA 2.40
SUPPLEMENT - EXECUTIVE - MANAGERIAL - ANNSAL GE $40,000
UNIVERSITYWIDE

Consolidated

	TOTAL B+H A	TOT-M C-G B	M WHITE C	M BLACK D	M HISP. E	M ASIAN F	M IND. G	TOT-F I-M H	F WHITE I	F BLACK J	F HISP. K	F ASIAN L	F IND. M
	-----	-----	-----	-----	-----	-----	----	-----	-----	-----	-----	-----	----
$40,000-44,999	294	124	102	11	5	6	0	170	146	8	6	8	2
$45,000-49,999	291	127	107	4	8	7	1	164	145	7	6	5	1
$50,000-54,999	266	148	128	8	5	6	1	118	106	8	1	3	0
$55,000-59,999	223	139	115	8	8	8	0	84	66	6	6	5	1
$60,000-ABOVE	849	686	618	28	21	19	0	163	143	11	3	5	1
TOTAL	1923	1224	1070	59	47	46	2	699	606	40	22	26	5

NUMBER OF PEOPLE NOT INCLUDED BECAUSE OF INVALID SEX OR ETHNICITY 4

California Postsecondary Education Commission
Supplement to the
HIGHER EDUCATION STAFF INFORMATION (EEO-6) SURVEY

DAVID PIERPONT GARDNER
UNIVERSITY OF CALIFORNIA
2199 ADDISON STREET
BERKELEY, CALIFORNIA 94720

PAGE 1

JOB ID: FCPAA2
RPT ID: FCPAA2.43
RUNDATE: 04/18/88
EFF. DATE: OCT 87 F

AA 2.43
SUPPLEMENT-PROFESSIONAL- NON-FACULTY - ANNSAL GE $40,000
UNIVERSITYWIDE

Consolidated

	TOTAL B+H A	TOT-M C-G B	M WHITE C	M BLACK D	M HISP. E	M ASIAN F	M IND. G	TOT-F I-M H	F WHITE I	F BLACK J	F HISP. K	F ASIAN L	F IND. M
	-----	-----	-----	-----	-----	-----	----	-----	-----	-----	-----	-----	----
$40,000-44,999	2204	783	614	39	40	89	1	1421	1136	69	38	168	10
$45,000-49,999	833	422	336	15	22	48	1	411	326	18	14	53	0
$50,000-54,999	484	334	290	8	3	31	2	150	119	5	4	21	1
$55,000-59,999	203	141	127	1	4	9	0	62	51	1	2	8	0
$60,000-ABOVE	408	291	268	2	2	19	0	117	99	7	4	7	0
TOTAL	4132	1971	1635	65	71	196	4	2161	1731	100	62	257	11

NUMBER OF PEOPLE NOT INCLUDED BECAUSE OF INVALID SEX OR ETHNICITY 4

California Postsecondary Education Commission
Supplement to the
HIGHER EDUCATION STAFF INFORMATION (EEO-6) SURVEY

DAVID PIERPONT GARDNER
UNIVERSITY OF CALIFORNIA
2199 ADDISON STREET
BERKELEY, CALIFORNIA 94720

JOB ID: FCPAA2
RPT ID: FCPAA2.44
RUNDATE: 04/18/88
EFF. DATE: OCT 87 F

AA 2.44
SUPPLEMENT - TECHNICAL, CLERICAL, SKILLED CRAFT-ANNSAL GE $30,000
UNIVERSITYWIDE

Consolidated

FOC		TOTAL B+H A	TOT-M C-G B	M WHITE C	M BLACK D	M HISP. E	M ASIAN F	M IND. G	TOT-F I-M H	F WHITE I	F BLACK J	F HISP. K	F ASIAN L	F IND. M
C	$30,000-31,999	249	143	108	6	15	14	0	106	81	6	7	11	1
	$32,000-33,999	266	164	128	11	6	18	1	102	80	7	7	8	0
	$34,000-35,999	195	153	123	12	2	14	2	42	29	5	2	5	1
	$36,000-37,999	154	126	103	4	7	11	1	28	20	3	1	4	0
	$38,000-ABOVE	292	252	213	8	14	17	0	40	28	4	3	5	0
*TOTAL FOC C		1156	838	675	41	44	74	4	318	238	25	20	33	2

NUMBER OF PEOPLE NOT INCLUDED BECAUSE OF INVALID SEX OR ETHNICITY 0

FOC		TOTAL B+H A	TOT-M C-G B	M WHITE C	M BLACK D	M HISP. E	M ASIAN F	M IND. G	TOT-F I-M H	F WHITE I	F BLACK J	F HISP. K	F ASIAN L	F IND. M
D	$30,000-31,999	100	39	28	6	4	0	1	61	45	4	6	5	1
	$32,000-33,999	51	22	15	2	4	1	0	29	22	4	0	3	0
	$34,000-35,999	24	21	13	5	3	0	0	3	1	2	0	0	0
	$36,000-37,999	5	2	2	0	0	0	0	3	2	1	0	0	0
	$38,000-ABOVE	17	6	4	1	0	1	0	11	8	0	1	2	0
*TOTAL FOC D		197	90	62	14	11	2	1	107	78	11	7	10	1

NUMBER OF PEOPLE NOT INCLUDED BECAUSE OF INVALID SEX OR ETHNICITY 0

FOC		TOTAL B+H A	TOT-M C-G B	M WHITE C	M BLACK D	M HISP. E	M ASIAN F	M IND. G	TOT-F I-M H	F WHITE I	F BLACK J	F HISP. K	F ASIAN L	F IND. M
E	$30,000-31,999	120	117	88	3	19	6	1	3	3	0	0	0	0
	$32,000-33,999	307	301	210	33	39	13	6	6	5	0	0	0	1
	$34,000-35,999	118	115	89	5	14	4	3	3	0	1	2	0	0
	$36,000-37,999	329	324	232	28	37	19	8	5	5	0	0	0	0
	$38,000-ABOVE	366	357	281	37	19	18	2	9	6	1	2	0	0
*TOTAL FOC E		1240	1214	900	106	128	60	20	26	19	2	4	0	1

NUMBER OF PEOPLE NOT INCLUDED BECAUSE OF INVALID SEX OR ETHNICITY 0

		TOTAL B+H A	TOT-M C-G B	M WHITE C	M BLACK D	M HISP. E	M ASIAN F	M IND. G	TOT-F I-M H	F WHITE I	F BLACK J	F HISP. K	F ASIAN L	F IND. M
TOTAL		2593	2142	1637	161	183	136	25	451	335	38	31	43	4

NUMBER OF PEOPLE NOT INCLUDED BECAUSE OF INVALID SEX OR ETHNICITY 0

California Postsecondary Education Commission
Supplement to the
HIGHER EDUCATION STAFF INFORMATION (EEO-6) SURVEY

DAVID PIERPONT GARDNER
UNIVERSITY OF CALIFORNIA
2199 ADDISON STREET
BERKELEY, CALIFORNIA 94720

PAGE 1

JOB ID: FCPAA2
RPT ID: FCPAA2.45
RUNDATE: 04/10/88
EFF. DATE: OCT 87 F

AA 2.45
SUPPLEMENT - SERVICE - ANNSAL GE $25,000
UNIVERSITYWIDE

Consolidated

	TOTAL B+H A	TOT-M C-G B	M WHITE C	M BLACK D	M HISP. E	M ASIAN F	M IND. G	TOT-F I-M H	F WHITE I	F BLACK J	F HISP. K	F ASIAN L	F IND. M
$25,000-26,999	150	132	73	20	27	8	4	18	10	2	5	1	0
$27,000-28,999	184	172	76	53	28	14	1	12	8	0	2	1	1
$29,000-30,999	87	78	43	13	15	6	1	9	7	1	1	0	0
$31,000-32,999	116	100	71	12	13	2	2	16	12	2	0	2	0
$33,000-ABOVE	160	149	110	16	15	7	1	11	8	1	1	1	0
TOTAL	697	631	373	114	98	37	9	66	45	6	9	5	1

NUMBER OF PEOPLE NOT INCLUDED BECAUSE OF INVALID SEX OR ETHNICITY 0

PART FOUR

Report of the California Community Colleges

CHANCELLOR'S OFFICE **GEORGE DEUKMEJIAN, Governor**

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752

May 20, 1988

Mr. Kenneth B. O'Biren
Associate Director, CPEC
1020 12th Street, 3rd Floor
Sacramento, CA 95814

Dear Ken:

Enclosed is narrative from a report titled "Ethnic Minorities and Women in Faculty and Administrative Positions in California Community Colleges" that should assist you in readying the AB 605 report.

Previously, we made available to you the most recent racial and ethnic data available for California's Public Community Colleges in the form of:

1) The 1988 Chancellor's Office report on affirmative action staffing in public community colleges (mainly Fall 1986 data), and

2) Computer printouts presenting Fall 1987 racial and ethnic distributions, by community college district, for six employment catagories.

I hope this material meets your needs. If you have any questions, please let me know.

Sincerely,

Gus Guichard by asf

Gus Guichard
Senior Vice Chancellor

rem
cc: Penny Edgert

Affirmative Action at the California Community Colleges A Report to the California Postsecondary Education Commission

(extracted from a larger report titled
Ethnic Minorities and Women in Faculty and
Administrative Positions in Community Colleges
that is scheduled for Board of Governors
discussion June 2-3)

Submitted by:

Chancellor's Offfice
California Community Colleges

May 1988

Introduction

A special report titled *Ethnic Minorities and Women in Faculty and Administrative Positions in Community Colleges* examines earlier affirmative action efforts and considers new ways of assisting the colleges in their efforts to increase the representation of minorities and women within the Community College workforce. The information herein was extracted from that report which is scheduled for Board of Governors discussion June 2-3.

Background and Analysis

- the representation of ethnic minorities in full-time faculty positions was 14.9 percent in Fall 1986 and 15.5 percent in Fall 1987;
- The representation of women in full-time faculty positions was 36.7 percent in Fall of 1986 and 37.1 percent in Fall 1987;
- the representation of ethnic minorities in certificated administrative positions was 24.3 percent in Fall 1986;
- the representation of women in cerfificated administrative positions was 28.3 percent in Fall 1986;
- no community college in California has achieved a balance between the number of minorities on its faculty and the district's general adult population;
- most community colleges have made only slight progress in hiring women and minorities in the eleven years that Title 5 regulations have required affirmative action;
- the average representation of ethnic minorities in full-time faculty positions was 15 percent;
- the average representation of women in full-time faculty positions was 35 percent;
- the average representation of ethnic minorities in full-time administrative positions was 22 percent;
- the average representation of women in full-time administrative positions was 28 percent;
- systemwide, opportunities for replacing faculty members and administrators with ethnic minorities and women fell short of expectations; and

- generally, colleges with the fewest employees experience the most difficulties in achieving success in hiring minorities and women.

Following the presentation of current hiring practices, the report:

- offers possible reasons why affirmative action efforts are falling short in most colleges and recommends that both state and local personnel practices be reviewed;
- discusses the rapidly increasing ethnic and cultural diversity of California's population in terms of a *window of opportunity* to replace approximately one-half of our faculty during the next decade;
- identifies policies and practices that might lead to expanded representation of minorities and women in faculty and administrative positions; and
- highlights the recommendations of an ad hoc committee, and includes staff responses that convey the sense that most of the recommendations are workable but hinge upon additional resources and, more importantly, a renewed and shared commitment among trustees, administrators, faculty, and communities.

Concerns About the Representation of Ethnic Minorities and Women

Within two decades, the majority of California's population will be non-White. Immigrants from Latin America and Asia will swell the ranks of existing minority communities of Blacks and Hispanics to form a unique cultural and ethnic pluralism. Community colleges may be the institutional link for many members of these groups who wish to acquire the skills -- language, vocational, and academic -- for meaningful participation in our society. However, although equal educational opportunity efforts of the past have increased the number of minority students enrolling in postsecondary education, the number who graduate from college, including community college, or complete their education program, has not substantially increased. For example, Hispanics continue to be more underrepresented at all levels and in all segments of postsecondary education than any other group. Meanwhile, Blacks have attained equal representation in the community colleges, but they continue to be underrepresented among students who graduate from those colleges or transfer to four-year institutions.

The high attrition of Mexican-Americans and Black youth at all points along the high school-college continuum is cause for concern, given the population trends and changing demographics in the state. The underrepresentation of these minorities in colleges and universities increases at each succeeding level, and it is unreasonable to expect to achieve proportional representation in postsecondary education without more and varied efforts.

Affirmative action employment programs were developed to overcome the lingering effects of racial and other types of discrimination in America, such as very low representation of racial or ethnic minorities in well-paying jobs. Although equal employment opportunity programs had existed for years prior to the passage of the Civil Rights Act of 1964, those programs had not brought about significant changes in the level of representation of ethnic and racial minorities in the nation's public or private work forces. Affirmative action was conceived as a way to be more effective in solving these problems.

The California Community Colleges are subject to the state mandate requiring employment affirmative action programs in Education Code Sections 87100 through 87106. Such programs were deemed to be necessary by the Legislature when it declared that:

(a) Generally speaking, California community colleges employ a disproportionately low number of racial and ethnic minority classified and certificated employees and a disproportionately low number of women and members of racial and ethnic minorities in administrative positions.

(b) It is educationally sound for the minority student attending a racially-impacted school to have available the positive image provided by minority classified and certificated employees. It is likewise educationally sound for the child from the majority group to have positive experiences with minority people which can be provided, in part, by having minority classified and certificated employees at schools where the enrollment is largely made up of majority group students. It is also educationally important for students to observe that women as well as men can assume responsible and diverse roles in society.

It is the intent of the Legislature to require educational agencies to adopt and implement plans for increasing the numbers of women and minority persons at all levels of responsibility.

In March 1986, the Commission for the Review of the Master Plan for Higher Education issued its report in final draft form on its reassessment of the California community colleges. In Chapter Four, "Faculty and Administrators," the Commission made thirteen recommendations, including a very significant one concerning recruitment and affirmative action. The Commission recommended:

- That the Board of Governors prepare a plan for strengthening community college faculty and staff affirmative action policies and programs and monitor and publish the results by college.
- The plan should include clear lines of district accountability for its success and ensure participation in and commitment to effective affirmative action by district trustees, administrators, and faculty alike.

- This plan to be adopted by the Board of Governors shall address the need to strengthen community college faculty and staff affirmative action policies and programs as well as provide for mechanisms to monitor the results by college. The results shall be made public in accordance with existing statutes and regulations.

Statewide Leadership in Affirmative Action

1. Role of the Board of Governors

In 1977, the Board of Governors adopted regulations requiring all seventy community college districts to adopt and implement programs to increase the number of women, ethnic minority persons, and the handicapped at all levels of responsibility. This directive was accompanied by guidelines that consolidated and clarified existing federal and state regulations. The guidelines included the essential elements of an affirmative action plan and techniques for its implementation. Emphasis was placed on the need for local governing boards and chief administrative officers to establish clear policies of equal employment opportunity, supported by effective affirmative action programs.

In September 1978, the Education Code was amended to add state mandates for district employment affirmative action programs. (See Appendix A.)

Two years later, in spite of the Education Code and Administrative Code, Title 5 requirements, fewer than half of the districts had adopted and implemented such programs. This was revealed in the *First Report to the Legislature on the Affirmative Action Program in the California Community Colleges*, issued in January 1981.

In early 1981, the Board of Governors directed staff to prepare new Administrative Code, Title 5 regulations mandating specific district requirements that could be enforced more effectively. Concurrently, work was begun on the development of other regulations that would provide a mechanism for enforcement of all regulations designated as minimum standards. In December 1981, the Board adopted regulations on affirmative action that had been developed following an extended period of public discussion. Section 53005 of the regulations specified the following minimum standards for receipt of state aid:

- adoption of an affirmative action policy,
- preparation of a plan,
- submission of progress reports, and

- affirmative action recruitment.

As of November 1983, the Chancellor's Office has had the legal authority to impose sanctions on districts not in compliance with minimum standards. The enforcement procedure requires the Chancellor to first give the noncomplying district the opportunity to comply or respond, or to set a timetable for compliance. If a district is in violation of a minimum standard and does not submit a satisfactory plan of correction, the Chancellor may ask the Board of Governors for authority to withhold a portion of the district's state support.

However, although the mechanism for enforcement is now in place, staff continues to emphasize that the Chancellor's Office would prefer voluntary compliance.

2. Role of the Chancellor's Office

The role of the Chancellor's Office is to carry out the intent of the Legislature *to* "establish and maintain a policy of equal opportunity in employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, handicap, ancestry, or national origin" in the public community college system. Also, it is to promote equal employment opportunity through a continuing affirmative action employment program and "to require educational agencies to adopt and implement plans for increasing the numbers of women and ethnic minority persons at all levels of responsibility."

As the coordinating agency for seventy community college districts, the Chancellor's Office is to provide leadership, policy interpretation, technical assistance, and measurements of compliance with state and federal mandates. Within the Chancellor's Office, the Planning and Special Projects Division provides technical assistance to districts through regional meetings, state conferences, correspondence and individual meetings upon request.

Over the years, the Chancellor's Office has provided some state leadership to community colleges in several areas:

(a) development and interpretation of affirmative action regulations;

(b) adoption of an enforcement mechanism for district compliance with minimum standards;

(c) development of regulations on the investigation of discrimination complaints against districts;

(d) publication of a model affirmative action plan; and,

(e) development of availability data and formulas for goal-setting by districts.

Having said this, staff must acknowledge that its leadership to date has been inconsistent and sporadic.

More recently, however, the Chancellor's Office has sought to regularize the development and approval of district affirmative action goals and time tables, and has completed plans for on-site audits of 21 community colleges during the spring of 1988. The Chancellor has also established an affirmative action advisory committee, which is charged with a variety of policy-recommending functions. The Chancellor's Office also provides assistance to community college districts by means of an affirmative action job-listing newsletter that advertises current openings in the various districts.

Two other aspects of the Chancellor's responsibility -- Discrimination Complaints, and Availability Formulas and Benchmarks -- deserve special mention:

Discrimination Complaints

The Chancellor's Office administers the provisions of Assembly Bill 803 enacting Government Code Sections 11135-11139.5 for the California Community Colleges. Assembly Bill 803 prohibits unlawful discrimination in programs receiving state assistance (see Appendix D). The statute begins:

> Section 11135. No person in the State of California shall, on the basis of ethnic group identification, religion, age, sex, color or physical or mental disability, be unlawfully subjected to discrimination under any program or activity that is funded directly by the state or receives any financial assistance from the state.

The statute charges state agencies, such as the Chancellor's Office, that administer state-funded programs with enforcement of its provisions and requires them to adopt regulations to that end. The Board of Governors adopted regulations implementing this statute at its December 1980 meeting.

These regulations establish a two-level process. Complaints of unlawful discrimination are received first by the community college district and then by the Chancellor. If it is determined that the district did discriminate, the Chancellor is to take appropriate remedial action. State funds may be withheld only when compliance cannot be secured by voluntary means. The district may seek judicial review of the Chancellor's decision.

New Availability Formulas and Benchmarks

From the beginning, the most difficult compliance regulation to meet has been in the area of employment goals and timetables. Due to the absence of appropriate statistics, goals and timetables were previously set by comparing the actual district workforce to the 1970 statewide civilian labor force, determining the degree of underrepresentation of women and ethnic minorities among district employees, and then setting employment goals over a three-year period. (The civilian labor force is defined as those 16 years of age or over and eligible to work.)

To clarify the availability data issue, the Chancellor's Office convened the State Task Force on Availability Data in 1982. This group developed a new formula for determining the availability of qualified women and ethnic minorities. For professional categories (administrative, faculty, and professional nonfaculty), the formula requires a special analysis and a statewide recruitment base.

For nonprofessional categories (secretarial/clerical, technical/paraprofessional, skilled crafts, and service/maintenance), the Task Force recommends a three-factor analysis and a local recruitment base. (County or SMSA* figures are to be used.) By comparing the actual workforce of any community college district with the established availability benchmarks, underrepresentation can be computed for any of the EEO-6 job categories.**

Future Demand for Faculty in the California Community Colleges

Within ten to twelve years, California will have an ethnically and culturally diverse population with correspondingly diverse educational needs: retraining for workers in a continually changing economy; language education to meet the needs of the thousands of immigrants from Asia and Central America instead of from Northern Europe, as in historical periods; improving basic communication skills for citizens who have left high school, or managed to graduate in some cases, without basic reading and writing skills; and providing older citizens with the continuing education and skills with which they may enrich their lives. It is the community colleges that are in the most accessible locations and that are flexible enough to educate all of these many groups with their diverse educational needs. One obvious and important way to better serve this cultural diversity among California's citizens is through role models in the front of the classrooms.

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*Standard Metropolitan Statistical Area

***Final Report of the Task Force on Availability Data*, Chancellor's Office, October 1983.

Over the next decade, community colleges will experience a *window of opportunity* to replace approximately one half of the faculty due to: anticipated retirements, ordinary separations, and increased student demand. Stringent measures are necessary to ensure that the colleges meet affirmative action goals during this period of unprecedented opportunity. Of the full-time faculty, about 40 percent are now age 50 or older; while 26 percent are age 55 or older. Therefore, approximately 5,000 or about one-third of the full-time faculty will retire during the next decade, assuming that faculty retire at an average age of 62. Additionally, about one-fifth of the currently employed part-time faculty can be expected to retire over the next decade. This will mean that, in addition, 5,000 part-time faculty members will need to be replaced (*Study of Part-Time Instruction*, California Community Colleges, January 1987).

According to studies of the state Department of Finance in 1986, community college enrollments are expected to grow during the coming decade by 182,000 students, or 16 percent. This growth and the nonretirement separations that occur annually, mean that more than 18,000 new faculty will be needed by 1995. If this projection holds true, more than half of the current full-time faculty will need to be replaced during the next decade.

There have been modest gains in the proportion of minority faculty teaching full time. While the number of full-time faculty decreased between 1981 and 1985, the number of minorities teaching full-time increased by more than 8 percent.

The trend for part-time faculty has been different, in that the distribution of part-time Caucasian and minority faculty has remained virtually unchanged. It appears that districts did not give the same emphasis to the affirmative action requirements in selecting part-time faculty as they did in selecting full-time faculty, albeit this was quite limited. Table 2 depicts the estimated changes in faculty over the next decade.

Table 2

Estimated New Community College Faculty Needed During Next Decade

	Full time	Part time	Total
Retirements	5,200	4,900	10,100
Other Separations	2,200	?	2,200
Positions Created by Enrollment Growth	2,400	3,600	6,000
Total	9,800	8,500	18,300

SOURCE: *Study of Part-Time Instruction*, January 1987, Chancellor's Office, California Community Colleges, Sacramento, California.

There is currently no information available on the teaching disciplines which will be in "high demand" in the future.

Policies and Practices For Increased Representation

Following the February 1987 release by the Chancellor's Office of the report *Affirmative Action in California Community Colleges*, an Ad Hoc Affirmative Action Advisory Committee was appointed. It was charged to consider the report's implications and to present a series of recommendations to improve "underrepresentation" of protected groups; i.e., ethnic minorities and women in the community college workforce.

Each of the Ad Hoc Committee's ten recommendations are presented here, together with comments by the staff of the Chancellor's Office.

Organizational Responsibility and Responsiveness

1. Administrative Authority and Accountability

"The Chancellor and each community college district, utilizing a definitive staffing formula(s) -- e.g., FTE ratio, ADA, etc. -- shall create and activate an Affirmative Action Officer position(s) and an Affirmative Action Office, staffed by an experienced Affirmative Action professional(s).

Staff Comment

Each community college district should seriously consider establishing a full-time affirmative action officer position which will report to the chief executive officer for all matters pertaining to affirmative action, equal employment opportunity, gender equity, and related employment civil rights responsibilities.

This position should be one which does not include any visible conflict of interest in its design, i.e., one which does not include any responsibilities best implemented by a separate personnel manager. The affirmative action officer would provide the leadership and staff work necessary to structure, implement and monitor the district's affirmative action policies and related processes and procedures. This office would prepare and present the district's annual reaffirmation to the mission and goals of affirmative action, recruit for underrepresented protected groups, monitor the hiring opportunities and results, and determine the appropriate employment goals for each protected group, ethnic minorities or women, who are underrepresented in the district.

Section 53042 of Title 5 California Administrative Code, states in part, "the community college district shall designate an affirmative action officer to administer the affirmative action program. This officer shall report to the chief district administrator or designee who reports to the chief district administrator." Another Title 5 regulation, Section 53010, requires the Chancellor to "... cooperate with and render assistance to community colleges in carrying out the provisions of this subchapter."

2. Technical Assistance and Liaison

The Chancellor, in coordination with the 70 community college districts, shall establish, articulate, and distribute minimum standards designed to assist district compliance relative to Affirmative Action.

Staff Comment

There is little question that existing statutes are either misunderstood, overlooked, or disregarded by some colleges. In others, good faith efforts to embrace existing statutes are producing limited positive results.

Improvement in hiring rates most likely would occur if the Chancellor's Office staff and community college administrators and faculty working together established affirmative action as a high priority. During the past several months, the Chancellor's Office has begun regularizing its receipt and review of district goals vs. timetables, it is organizing to do campus visits, and has activated policy recommending advisory committees. All of these efforts should result in better articulation and understanding--but much more needs to be done that can be achieved only with additional resources.

3. Compliance/Accountability Assessment

District progress and commitment to Affirmative Action shall be assessed based upon positive results and "good faith efforts" achieved in relation to the established, minimum standards for Affirmative Action and the district's approved Affirmative Action Program.

Staff Comment

The systemwide office needs to review the effectiveness of district efforts in hiring and promoting protected group members; to measure *the progress of districts in meeting the locally adopted affirmative action goals and timetables for the employment of ethnic minorities and women over the preceding three years; and to review the effectiveness of each district's discrimination complaint procedures. Because of the size of the community college system in California, it would be advisable to review 20 percent of the colleges each year so that the entire system consisting of 106 colleges is reviewed every five years. The effectiveness of a college's efforts and results can best be measured by visiting each college and reviewing college personnel records, interviewing college staff and students; analyzing hiring and promotional opportunities and outcomes; and by proposing specific recommendations tailored to the needs and deficiencies of the individual colleges.*

College visitations could be conducted through the use of compliance review teams consisting of two or three persons whose professional expertise would be in the area of employment affirmative action programs in community colleges and other postsecondary institutions. One college compliance review was conducted during fiscal year 1986-87 at the College of the Desert which served as a test run for the feasibility of reviewing twenty percent of the colleges each year

The Chancellor's staff is now visiting some twenty additional colleges. A contract has been established with the Los Rios District for this purpose, and a special contractor has been engaged.

Staff believes these efforts will result in greater commitment to affirmative action and better understanding of existing regulations and minimum standards.

4. Resources Allocation

Affirmative Action programs, as required by state mandates and as an integral part of personnel management, shall be funded on a state-mandated, district match basis as a defined percentage of budgeted personnel costs.

Staff Comment

Typically, such requests for state funding for affirmative action program support has not been favorably received. However, if some accommodations are not made in budget allocations, then the promises of providing a "bias-free" work environment and providing minorities and women with fair and equitable treatment in the pursuit of employment will continue to be difficult to achieve. Now *affirmative action funding is needed to improve recruitment, to fund staff in-service, to promote understanding for the program and to help develop greater commitment at all professional levels.*

Although some hold the position that no amount of funding will improve affirmative action hirings and intergroup relations until and/or unless there is universal acceptance and high prioritization of the importance of achieving equity in the community college work place, nevertheless, a step in the right direction would be to provide adequate funding for the affirmative action program.

District Accountability -- Internal Programs

1. Operational Training: Affirmative Action Concepts and Practices

   A program of in-service training for trustees, administrators, faculty, and staff shall be instituted by the Chancellor and each community college district. This program shall stress the establishment and implementation of federal and state (Chancellor's Office) Affirmative Action standards and related goals and timetables.

2. Staff and Program Awareness Training

   Community college districts shall provide awareness training programs to increase the awareness of the Board, faculty, staff, administration, and "on-campus" community concerning the cultural, societal, and perceptual diversity of affected populations.

   Staff Comment on #1 and #2

   Within limited resources available to the Chancellor's Office, in-service training on existing Title 5 affirmative action minimum standards, including the concept of equal employment opportunity, should be available for local trustees, administrators, faculty and staff. Such in-service training will be supplemented by local efforts. Focus should be maintained on quality affirmative action programs and the benefits of an effective program.

   Among the expected outcomes would be the increased commitment by local policymakers and a more sensitized staff at the local level where affirmative action programs must be successful in producing positive results in the representation of protected group members.

3. "Upward Mobility" and Staff Retention

The Chancellor, in coordination with district administrators, shall institute and monitor district programs which foster "upward mobility" and internship opportunities for existing staff.

Staff Comment

The Chancellor's Office currently has several programs for funding staff development and staff retention efforts.

- *In the vocational education area, over one million dollars has been directed annually from federal funds into program improvement activities such as staff development. Faculty members are eligible to attend the staff development activities if they serve (a) limited English populations; (b) disadvantaged; (c) single parents; or, (d) disabled persons. Of the one million dollars, approximately four hundred thousand dollars are earmarked for gender equity staff development activities.*

- *In the academic affairs area, staff development activities are funded through the Fund for Instructional Improvement. The Fund is a state-level source of support of curricular and pedagogical experimentation and professional development for community college faculty. Because of its modest size in comparison to the number of colleges in the system, the Board has historically emphasized the award of small grants to spread the Fund to benefit as many colleges, disciplines, and individuals as possible. For the 1987-88 fiscal year, approximately $536,000 is available for grants and $184,000 for loans.*

- *In the Employer-Based Training unit, one of the major projects providing for staff development is the Vocational Instructor and Career Counselor In-Service Training Program, which focuses on providing upgraded training to enable colleges to have "state-of-the-art" personnel providing instruction and career guidance. In 1984, the Legislature approved AB 3938 which provided two million dollars for in-service training to increase and update the competencies of vocational education instructors and counselors for the fiscal years 1984-85 and 1985-86. An additional million was provided for fiscal 1986-87 and the 1987-88 budget provides $1.05 million for the fourth year of operation. During the first three years of operation, in-service training has been provided to 499 instructors and 96 counselors.*

The Chancellor's staff should consider how best to utilize these funding sources to assist ethnic minority faculty members in being upwardly mobile. Qualified ethnic minority faculty members are in such demand that institutions of higher education must compete for them with zeal. It is important that once these persons arrive on campus that doors be open to them to make it attractive for them to stay.

District Accountability -- External Support Services

1. Affirmative Action Marketing Strategies

The Chancellor and the community college districts shall prepare an annual report identifying Affirmative Action progress and the enhancement of opportunities for affected groups.

Staff Comment

This agenda item constitutes an effort to return to a yearly report identifying affirmative action progress and advancement of opportunities. The results of current reviews of district goals and timetables and the results of the site reviews scheduled for this Spring can be included in the next annual report.

Ideally, these reports should be forwarded to those local community agencies, organizations, and/or individuals who support affirmative action and equal opportunity activities to encourage their support and assistance in meeting stated district goals. Staff agrees that affirmative action advisory committee(s) be formed by the districts, including within their membership representatives from community organizations that foster affirmative action principles, and have resources which could assist the Chancellor and the districts in achieving their affirmative action goals.

Little has been done in the Chancellor's Office in the way of affirmative action marketing strategies. However, in the future staff might coordinate such efforts with the colleges assuming primary responsibility.

2. Administrative, Faculty, and Staff Recruitment Efforts

The Chancellor, in coordination with the University of California, the California State University, and the community college districts, shall participate in the development and distribution of an Affected Class Registry.

Staff Comment

The Chancellor's Office can provide leadership in the area of special recruitment efforts for underrepresented protected group members through the creation of an Affirmative Action Registry utilizing the concept of an electronic bulletin board - on a pilot basis initially. Using job applicant information from various sources, an information network could be established to notify and identify qualified applicants regarding job vacancies in the community colleges for which these applicants would probably qualify. Colleges would have the opportunity to publicize current employment opportunities in the registry by submitting job information to the Chancellor's Office on a continuous basis for weekly updating. College information would be sent to the registry office in the Chancellor's Office where it would be coded and entered into the memory banks of a personal computer by a registry coordinator. The colleges would transmit the information through the telephone line connection at very nominal cost by dialing a registry telephone number in Sacramento which could possibly be toll free.

A year ago the Chancellor's Office submitted a budget change proposal to offset the costs of starting a registry. Although the initial effort was not successful, staff plans to solicit funding in subsequent budget years.

3. District Affirmative Action Services

Community college districts shall publish and disseminate their Affirmative Action Program and annual report, defining established principles and describing existing practices.

Staff Comment

Staff agrees with this recommendation that such a practice would facilitate "replication" of successful techniques in recruiting, employing, and retaining protected groups. This agenda item, with its specific comparisons of the minority hiring rate of various colleges is perhaps one means of describing existing practices. However, more information of a positive nature should be included in future reports at the state and local level.

Summary and Conclusions

As previously discussed, the next decade will present the community colleges with a *window of opportunity* for meeting most, if not all, of its affirmative action goals at the faculty and administrative staff levels. This opportunity is based upon the anticipated retirement of many full-time faculty members, an increase in student enrollments and other normal attrition factors. To maximize this opportunity community college districts need to monitor progress each and every time a faculty or administrative vacancy is filed. The Chancellor's Office needs to provide assistance as well as check district progress, on an annual basis to those districts that have made some progress, and on a semester or quarterly basis to those that have had hiring opportunities during the preceding two or three years and have failed to meet affirmative action goals for ethnic minorities and women. This effort will require a greater commitment of resources at the state level.

As recommended by the Ad Hoc Affirmative Action Advisory Committee, aggressive, result-oriented affirmative action policies and programs are essential to the continued vitality and viability of our community colleges. Successful affirmative action programs will occur when executive leadership -- i.e., governing boards and administrators -- demonstrate a firm belief and commitment to the Affirmative Action Program in each and every district. This belief and commitment has begun to emerge at the Chancellor's Office level. For example, five separate and special activities have occurred or are about to take place. These are: (1) the September 1986 conference, *Affirmative Action at the Crossroads: A Manifest for Change*, sponsored by the Board of Governors together with the San Jose Community College District; (2) the February 1987 compilation and analysis of a whole new array of data that provide much greater depth and detail than ever before available, presented to the Board of Governors after a three-month study by a consultant; (3) ten recommendations emerging from a special task force commissioned by the former chancellor for the purpose of considering the implications of the affirmative action report; (4) the recent formation of a broadly based affirmative action committee to be charged with helping the Chancellor's Office to formulate and implement needed changes; and (5) plans currently underway to make site visits to 21 colleges during the spring 1988 to determine first-hand the extent of compliance with existing statutes, and to assist colleges in making needed improvements. In addition to Chancellor's Office activities, local campuses have also initiated projects designed to enhance the employment of minorities and women in faculty and administrative positions.

The question then arises, "With all that has been done, why haven't the community colleges made greater progress toward affirmative action employment?"

There may be any number of possible answers. Here are just a few, alluded to in more detail in the body of this report. Some may sound like excuses for inaction, others have merit:

1. Existing statutes and regulations may have shortcomings that render plans ineffective, or that have allowed districts to take the wrong approach. Perhaps effective *action* is not clearly directed enough, and while the *plans* look good they result in little or no action.

2. Districts and colleges may not have grasped fully or applied the intent and meaning of existing regulations.

3. District plans may not have been executed effectively in actual practice.

4. Cogent data and other truly meaningful information may not have been gathered or made available to reveal the lack of progress.

5. Affirmative action may not have been considered among the highest institutional priorities, and/or may not have been accepted by executive echelons as a specific responsibility.

6. Guidelines issued by the Chancellor's Office may not have been as clear and comprehensive as they could have been.

7. Regulations may not have been as effectively enforced by the Chancellor's Office as they could have been.

8. Communities, both minority and nonminority, may not have been as cooperative as they could have been in working with districts.

9. All available resources may not have been utilized in recruiting and promoting personnel.

10. Differences of opinion between some district staff and state staff as to what constitutes adequate representation of ethnic minorities and women may exist. Availability data are sometimes seen as ceilings, rather than as floors, for the employment of these protected groups.

11. The absence of experienced, full-time affirmative action officers and/or the consolidation of the responsibilities of this job with other duties may not permit proper attention to affirmative action.

12. There may be an absence at the local level of in-service training opportunities in affirmative action and for upward mobility programs.

In summary, perhaps an overall lack of will, lack of personnel, lack of fiscal and other resources, lack of understanding of the necessity for and of effective practices in affirmative action, and just plain resistance to the concept and consequences of affirmative action on the part of key individuals may have existed to hamper implementation of the statutes and regulations.

A set of guiding principles evolved from the special ad hoc committee recommendations. Staff concurs with these principles and concludes this report by restating them here:

An assessment of the status of affirmative action within California's 106 community colleges indicates that the need for active, result oriented, definitive programs, policies, and practices still exists. Although staff utilization for affected classes in technical, skilled and service employee classes suggests a measure of improvement, the data clearly indicate those employment categories designated as executive, faculty, and other professional areas are deficient. The "professional aging processes" within the ranks of community college administrators, faculty and staff currently affords these institutions an excellent opportunity to respond positively to these deficits. If the challenge of equity and equality within the ranks of community colleges is to be met, the following efforts must be mounted:

- An open acceptance of and commitment to affirmative action must be demonstrated by the Board of Governors, the Chancellor's Office and the community college districts. Technical assistance and support must be provided to foster district awareness and implementation of affirmative action standards established through mutual coordination and cooperation.

- Affirmative action programs and services must be funded sufficiently and categorically to assure and facilitate the ability of districts to respond to this need. The Legislature must provide those funds required to implement fully any recommendations approved by the Board of Governors, thereby assuring a measure of compliance and accountability.

- Community college districts must invite and incorporate the support and assistance of responsive community organizations in their efforts to fulfill the letter and spirit of affirmative action. Such support will be proportional to the willingness of local districts to share openly and honestly with their communities the responsibility for affirmative action programs and thoughtfully planned progress.

CALIORNIA COMMUNITY COLLEGES
1987 FALL TERM

TABLE 3
CONTRACT AND REGULAR FACULTY

PERCENT DISTRIBUTION BY GENDER AND ETHNICITY

ISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNI TOTAL COUNT
LLAN HANCOCK	68.2	31.8	100.0	0	107	.9	1.9	3.7	89.7	3.7	.0	100.0	0	107
NTELOPE VALLE	52.7	47.3	100.0	0	93	.0	.0	2.2	93.5	4.3	.0	100.0	0	93
ARSTOW	80.0	20.0	100.0	0	30	3.3	.0	3.3	80.0	13.3	.0	100.0	0	30
UTTE	69.0	31.0	100.0	0	113	.0	2.7	.9	92.9	3.5	.0	100.0	0	113
ABRILLO	56.1	43.9	100.0	0	189	.0	2.1	.5	92.1	4.8	.5	100.0	0	189
ERRITOS	63.5	36.5	100.0	0	230	.0	2.2	1.3	90.0	6.5	.0	100.0	0	230
HAFFEY	52.0	48.0	100.0	0	150	.0	3.3	5.3	84.0	6.0	1.3	100.0	0	150
ITRUS	58.2	41.8	100.0	0	122	.8	2.5	1.6	85.2	9.8	.0	100.0	0	122
OACHELLA VALL	75.2	24.8	100.0	0	105	.0	1.0	1.9	90.5	6.7	.0	100.0	0	105
OAST	61.8	38.2	100.0	0	557	1.1	2.5	.7	93.2	2.3	.2	100.0	0	557
OMPTON	61.5	38.5	100.0	0	78	.0	5.1	47.4	38.5	9.0	.0	100.0	0	78
ONTRA COSTA	69.3	30.7	100.0	0	388	.3	5.2	8.2	79.4	6.7	.3	100.0	0	388
L CAMINO	64.8	35.2	100.0	0	304	.3	4.9	4.9	84.5	5.3	.0	100.0	0	304
OOTHILL	57.9	42.1	100.0	0	658	.0	3.3	2.6	90.6	2.9	.6	100.0	0	658
REMONT-NEWARK	49.5	50.5	100.0	0	109	1.8	3.7	1.8	89.9	2.8	.0	100.0	0	109
AVILAN	62.5	37.5	100.0	0	64	.0	1.6	.0	82.8	14.1	1.6	100.0	0	64
LENDALE	62.9	37.1	100.0	0	167	.0	4.2	1.2	91.6	3.0	.0	100.0	0	167
ROSSMONT	66.8	33.2	100.0	0	211	.5	3.8	1.9	89.6	4.3	.0	100.0	0	211
ARTNELL	64.0	36.0	100.0	0	86	.0	1.2	3.5	88.4	7.0	.0	100.0	0	86
MPERIAL	61.6	38.4	100.0	0	73	2.7	.0	1.4	83.6	12.3	.0	100.0	0	73
ERN	62.0	38.0	100.0	0	292	.7	1.4	4.1	88.7	4.8	.3	100.0	0	292
AKE TAHOE	66.7	33.3	100.0	0	15	.0	.0	.0	100.0	.0	.0	100.0	0	15
ONG BEACH	63.1	36.9	100.0	0	279	.4	2.2	5.0	89.2	3.2	.0	100.0	0	279
OS ANGELES	61.3	38.7	100.0	0	1834	.2	4.9	10.6	75.2	8.4	.6	100.0	0	1834
OS RIOS	68.1	31.9	100.0	0	626	.8	4.0	4.8	85.6	4.5	.3	100.0	0	626
ARIN	64.2	35.8	100.0	0	159	.6	1.3	2.5	93.7	1.9	.0	100.0	0	159
ENDOCINO	67.6	32.4	100.0	0	34	.0	2.9	.0	97.1	.0	.0	100.0	0	34
ERCED	70.6	29.4	100.0	0	119	.0	.8	1.7	90.8	5.9	.8	100.0	0	119
IRA COSTA	62.9	37.1	100.0	0	70	2.9	.0	2.9	91.4	2.9	.0	100.0	0	70
ONTEREY PENIN	69.9	30.1	100.0	0	113	.0	3.5	1.8	90.3	4.4	.0	100.0	0	113
T SAN ANTONIO	60.7	39.3	100.0	0	262	.4	1.1	4.6	85.5	8.0	.4	100.0	0	262
T SAN JACINTO	59.5	40.5	100.0	0	42	.0	2.4	.0	85.7	11.9	.0	100.0	0	42
APA	51.5	48.5	100.0	0	97	.0	.0	2.1	95.9	1.0	1.0	100.0	0	97
ORTH ORANGE	60.9	39.1	100.0	0	507	1.0	3.0	.8	90.3	4.3	.6	100.0	0	507
ALO VERDE	53.8	46.2	100.0	0	13	.0	.0	.0	100.0	.0	.0	100.0	0	13
ALOMAR	64.2	35.8	100.0	0	240	2.1	.4	3.3	89.2	5.0	.0	100.0	0	240
ASADENA AREA	58.2	41.8	100.0	0	318	1.3	4.1	9.1	79.6	5.7	.3	100.0	0	318
ERALTA	66.2	33.8	100.0	0	370	.3	5.7	23.2	63.0	7.0	.8	100.0	0	370
ANCHO SANTIAG	57.8	42.2	100.0	0	303	.3	3.6	5.0	82.5	8.6	.0	100.0	0	303
EDWOODS	66.3	33.7	100.0	0	98	1.0	.0	.0	96.9	2.0	.0	100.0	0	98
IO HONDO	59.9	40.1	100.0	0	167	.6	4.2	.6	84.4	10.2	.0	100.0	0	167
IVERSIDE	64.4	35.6	100.0	0	160	.6	4.4	3.7	84.4	6.9	.0	100.0	0	160

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP- ANICS	FILIP- INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNIC TOTAL COUNT
SADDLEBACK	62.7	37.3	100.0	0	236	.8	3.0	.8	92.8	2.5	.0	100.0	0	236
SAN BERNARDINO	63.8	36.2	100.0	0	185	.5	3.8	7.0	81.1	7.0	.5	100.0	0	185
SAN DIEGO	66.8	33.2	100.0	0	401	.7	2.5	4.7	89.5	2.5	.0	100.0	0	401
SAN DIEGO ADUL	35.4	64.6	100.0	0	99	.0	.0	8.1	81.8	10.1	.0	100.0	0	99
SAN FRAN CNTRS	33.3	66.7	100.0	0	276	1.8	14.1	9.8	63.8	9.1	1.4	100.0	0	276
SAN FRANCISCO	66.8	33.2	100.0	0	389	1.0	10.5	5.9	77.6	4.4	.5	100.0	0	389
SAN JOAQUIN DE	67.0	33.0	100.0	0	209	.5	5.3	4.3	81.3	8.1	.5	100.0	0	209
SAN JOSE	60.3	39.7	100.0	0	234	.4	3.4	5.6	82.1	8.5	.0	100.0	0	234
SAN LUIS OBISP	61.2	38.8	100.0	0	85	.0	1.2	.0	94.1	3.5	1.2	100.0	0	85
SAN MATEO	66.6	33.4	100.0	0	383	.0	2.3	5.0	87.7	4.2	.8	100.0	0	383
SANTA BARBARA	57.9	42.1	100.0	0	178	.0	1.7	3.4	85.4	9.6	.0	100.0	0	178
SANTA CLARITA	55.4	44.6	100.0	0	56	1.8	3.6	.0	92.9	1.8	.0	100.0	0	56
SANTA MONICA	60.8	39.2	100.0	0	204	1.0	2.9	7.8	82.8	5.4	.0	100.0	0	204
SEQUOIAS	66.2	33.8	100.0	0	136	.0	1.5	1.5	96.3	.7	.0	100.0	0	136
SHASTA-TEHAMA-	71.3	28.7	100.0	0	115	.0	.0	.0	95.7	4.3	.0	100.0	0	115
SIERRA	73.0	27.0	100.0	0	111	.9	.9	.9	95.5	1.8	.0	100.0	0	111
SISKIYOU	80.4	19.6	100.0	0	46	4.3	.0	.0	93.5	2.2	.0	100.0	0	46
SOLANO COUNTY	64.1	35.9	100.0	0	131	.8	.8	9.2	84.7	3.8	.8	100.0	0	131
SONOMA COUNTY	70.6	29.4	100.0	0	231	.9	1.7	1.3	93.1	2.6	.4	100.0	0	231
SOUTH COUNTY	66.8	33.2	100.0	0	220	.0	3.2	5.0	84.5	6.8	.5	100.0	0	220
SOUTHWESTERN	61.9	38.1	100.0	0	168	1.2	1.2	3.6	78.0	14.9	1.2	100.0	0	168
STATE CENTER	75.9	24.1	100.0	0	274	2.2	3.3	5.1	80.7	7.7	1.1	100.0	0	274
VENTURA COUNTY	68.1	31.9	100.0	0	357	1.1	2.0	5.0	80.4	11.2	.3	100.0	0	357
WEST HILLS	75.6	24.4	100.0	0	45	.0	2.2	.0	95.6	2.2	.0	100.0	0	45
WEST KERN	94.1	5.9	100.0	0	17	.0	.0	.0	94.1	5.9	.0	100.0	0	17
WEST VALLEY	54.7	45.3	100.0	0	265	.0	4.5	1.1	89.4	4.5	.4	100.0	0	265
YOSEMITE	73.6	26.4	100.0	0	242	.0	2.1	.4	95.0	2.5	.0	100.0	0	242
YUBA	68.8	31.2	100.0	0	109	1.8	5.5	2.8	83.5	6.4	.0	100.0	0	109
*TOTAL CONTRACT AND REGULAR FACULTY	62.9	37.1	100.0	0	15354	0.6	3.5	5.2	84.5	5.8	0.4	100.0	0	15354

SOURCE
STAFF DATA FILE,CHANCELLOR'S OFFICE MANAGEMENT INFORMATION SYSTEM
FOOTNOTES
PERCENT DISTRIBUTION EXCLUDES UNKNOWNS.
DATA FOR LASSEN AND VICTOR VALLEY CC DISTRICTS ARE MISSING.

CALIORNIA COMMUNITY COLLEGES
1987 FALL TERM

TABLE 14
TEMPORARY FACULTY (PT)

PERCENT DISTRIBUTION BY GENDER AND ETHNICITY

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNI TOTAL COUN
ALLAN HANCOCK	55.1	44.9	100.0	0	294	.0	2.0	1.4	90.8	5.1	.7	100.0	0	29
ANTELOPE VALLE	59.8	40.2	100.0	0	184	.0	2.2	4.3	91.8	1.1	.5	100.0	0	18
BARSTOW	72.4	27.6	100.0	0	58	.0	.0	5.2	87.9	5.2	1.7	100.0	0	5
BUTTE	52.3	47.7	100.0	0	365	.3	.8	.0	95.3	3.6	.0	100.0	0	36
CABRILLO	55.6	44.4	100.0	0	207	.0	1.9	1.9	93.2	2.4	.5	100.0	0	20
CERRITOS	56.5	43.5	100.0	0	347	1.4	1.4	1.4	87.0	8.1	.6	100.0	0	34
CHAFFEY	69.8	30.2	100.0	0	106	.0	1.9	1.9	89.6	6.6	.0	100.0	0	10
CITRUS	64.0	36.0	100.0	0	336	.6	4.8	3.6	66.7	24.4	.0	100.0	0	33
COACHELLA VALL	57.8	42.2	100.0	0	166	.0	1.2	2.4	90.4	5.4	.6	100.0	0	16
COAST	55.9	44.1	100.0	0	1054	.7	3.2	1.2	91.2	3.4	.3	100.0	0	105
COMPTON	57.3	42.7	100.0	0	117	.0	1.7	47.0	41.0	8.5	1.7	100.0	0	11
CONTRA COSTA	58.6	41.4	100.0	0	638	.2	3.9	5.2	87.0	3.8	.0	100.0	0	63
EL CAMINO	61.9	38.1	100.0	0	452	.7	8.4	5.3	80.8	4.4	.4	100.0	0	45
FOOTHILL	55.5	44.5	100.0	0	591	.2	2.9	.3	96.4	.2	.0	100.0	0	59
FREMONT-NEWARK	56.5	43.5	100.0	0	232	.9	6.9	1.7	87.1	3.0	.4	100.0	0	23
GAVILAN	51.8	48.2	100.0	0	83	.0	2.4	1.2	85.5	10.8	.0	100.0	0	8
GLENDALE	52.6	47.4	100.0	0	371	.0	3.5	1.1	91.4	3.8	.3	100.0	0	37
GROSSMONT	56.4	43.6	100.0	0	454	.9	2.4	1.5	89.9	4.8	.4	100.0	0	45
HARTNELL	39.9	60.1	100.0	0	163	.0	1.2	2.5	93.2	3.1	.0	100.0	1	16
IMPERIAL	50.5	49.5	100.0	0	109	.0	.9	.9	68.8	28.4	.9	100.0	0	10
KERN	58.4	41.6	100.0	0	495	1.9	1.2	1.2	92.7	2.5	.4	100.0	15	49
LAKE TAHOE	48.0	52.0	100.0	0	75	.0	1.3	.0	96.0	2.7	.0	100.0	0	7
LONG BEACH	55.7	44.3	100.0	0	594	.3	2.7	3.5	89.6	3.9	.0	100.0	0	59
LOS ANGELES	68.7	31.3	100.0	0	1448	.5	5.5	10.9	74.4	8.2	.5	100.0	1	144
LOS RIOS	60.1	39.9	100.0	0	659	1.2	3.3	3.2	89.1	2.6	.6	100.0	0	65
MARIN	36.5	63.5	100.0	0	222	1.4	[illegible].2	1.8	91.9	1.4	.5	100.0	0	22
MENDOCINO	47.2	52.8	100.0	0	142	.7	.0	.0	96.5	2.8	.0	100.0	0	14
MERCED	54.3	45.7	100.0	0	267	.4	.7	1.9	92.9	4.1	.0	100.0	0	26
MIRA COSTA	32.5	67.5	100.0	0	166	1.8	3.0	1.2	90.4	3.0	.6	100.0	0	16
MONTEREY PENIN	54.5	45.5	100.0	0	211	.5	3.3	2.4	88.6	4.7	.5	100.0	0	21
MT SAN ANTONIO	58.6	41.4	100.0	0	324	1.2	4.9	3.7	80.2	9.6	.3	100.0	0	32
MT SAN JACINTO	59.3	40.7	100.0	0	86	.0	1.2	.0	95.3	3.5	.0	100.0	0	8
NAPA	43.2	56.8	100.0	0	222	.0	.9	.9	94.6	3.2	.5	100.0	0	22
NORTH ORANGE	49.9	50.1	100.0	0	870	.2	2.1	1.1	91.8	4.5	.2	100.0	0	87
PALO VERDE	58.3	41.7	100.0	0	36	.0	.0	.0	88.9	11.1	.0	100.0	0	3
PALOMAR	56.0	44.0	100.0	0	359	1.1	.6	1.1	94.7	2.2	.3	100.0	0	35
PASADENA AREA	59.1	40.9	100.0	0	411	1.0	6.6	5.4	79.8	6.8	.5	100.0	0	41
PERALTA	55.0	45.0	100.0	0	349	1.4	4.0	13.8	77.9	2.3	.6	100.0	0	34
RANCHO SANTIAG	48.6	51.4	100.0	0	692	.6	4.2	1.7	83.2	10.3	.0	100.0	0	69
REDWOODS	50.0	50.0	100.0	0	224	.9	.0	.0	96.4	2.7	.0	100.0	0	22
RIO HONDO	69.5	30.5	100.0	0	220	.5	4.1	2.3	79.1	13.6	.5	100.0	0	22
RIVERSIDE	63.2	36.8	100.0	0	454	.2	1.5	5.1	87.0	5.9	.2	100.0	0	45

PERCENT DISTRIBUTION BY GENDER AND ETHNICITY

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP- ANICS	FILIP- INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNI TOTAL COUNT
SADDLEBACK	48.4	51.6	100.0	0	580	.2	3.3	.7	91.9	4.0	.0	100.0	0	580
SAN BERNARDINO	67.6	32.4	100.0	0	339	1.2	1.5	5.3	82.9	9.1	.0	100.0	0	339
SAN DIEGO	62.0	38.0	100.0	0	951	.7	2.6	3.2	87.3	5.8	.4	100.0	0	951
SAN DIEGO ADUL	27.0	73.0	100.0	0	634	.5	2.8	8.7	80.1	7.4	.5	100.0	0	634
SAN FRAN CNTRS	45.3	54.7	100.0	0	461	1.1	17.1	8.0	64.2	8.9	.7	100.0	0	461
SAN FRANCISCO	58.0	42.0	100.0	0	562	.4	12.1	7.8	71.9	5.9	2.0	100.0	0	562
SAN JOAQUIN DE	62.4	37.6	100.0	0	287	.7	4.9	3.1	83.6	6.3	1.4	100.0	0	287
SAN JOSE	67.9	32.1	100.0	0	530	.0	4.3	2.3	87.5	5.7	.2	100.0	0	530
SAN LUIS OBISP	55.8	44.2	100.0	0	129	.0	1.6	.8	96.1	1.6	.0	100.0	0	129
SAN MATEO	55.3	44.7	100.0	0	506	.4	4.0	2.8	87.4	4.2	1.4	100.0	0	506
SANTA BARBARA	44.8	55.2	100.0	0	620	.3	2.6	.5	90.8	5.8	.0	100.0	0	620
SANTA CLARITA	50.0	50.0	100.0	0	76	.0	.0	1.3	97.4	1.3	.0	100.0	0	76
SANTA MONICA	54.7	45.3	100.0	0	371	.5	6.7	5.9	81.9	4.3	.5	100.0	0	371
SEQUOIAS	64.2	35.8	100.0	0	218	.0	1.8	1.8	90.8	5.5	.0	100.0	0	218
SHASTA-TEHAMA-	60.0	40.0	100.0	0	210	.0	.0	.0	99.0	1.0	.0	100.0	0	210
SIERRA	60.1	39.9	100.0	0	258	.4	1.2	.8	96.9	.8	.0	100.0	0	258
SISKIYOU	57.6	42.4	100.0	0	99	3.0	.0	.0	93.9	3.0	.0	100.0	0	99
SOLANO COUNTY	66.9	33.1	100.0	0	154	.0	3.9	2.6	90.3	3.2	.0	100.0	0	154
SONOMA COUNTY	50.5	49.5	100.0	0	640	1.1	1.7	1.1	93.6	2.5	.0	100.0	0	640
SOUTH COUNTY	57.6	42.4	100.0	0	396	2.8	4.8	2.8	84.8	3.5	1.3	100.0	0	396
SOUTHWESTERN	65.1	34.9	100.0	0	212	.0	1.9	3.8	84.4	9.0	.9	100.0	0	212
STATE CENTER	60.3	39.7	100.0	0	401	1.0	2.7	2.0	90.5	3.7	.0	100.0	0	401
VENTURA COUNTY	62.5	37.5	100.0	0	605	.8	2.1	2.3	86.1	7.9	.7	100.0	0	605
WEST HILLS	66.7	33.3	100.0	0	93	1.1	6.5	2.2	83.9	6.5	.0	100.0	0	93
WEST KERN	63.2	36.8	100.0	0	19	.0	5.3	.0	89.5	5.3	.0	100.0	0	19
WEST VALLEY	57.6	42.4	100.0	0	448	1.6	6.0	.7	85.9	5.1	.7	100.0	0	448
YOSEMITE	56.6	43.4	100.0	0	143	.0	2.1	2.8	90.9	4.2	.0	100.0	0	143
YUBA	63.6	36.4	100.0	0	261	.8	.4	1.9	92.3	4.2	.4	100.0	0	261
*TOTAL TEMPORARY FACULTY (PT)														
	56.2	43.8	100.0	0	25056	0.6	3.5	3.5	86.5	5.4	0.4	100.0	17	25056

SOURCE
STAFF DATA FILE, CHANCELLOR'S OFFICE MANAGEMENT INFORMATION SYSTEM

FOOTNOTES
PERCENT DISTRIBUTION EXCLUDES UNKNOWNS.
*DATA FOR LASSEN AND VICTOR VALLEY CC DISTRICTS ARE MISSING.

CALIORNIA COMMUNITY COLLEGES
1987 FALL TERM

TABLE -
CERTIFICATED ADMINISTRATIVE (FT)

PERCENT DISTRIBUTION BY GENDER AND ETHNICITY

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNI TOTAL COUNT
ALLAN HANCOCK	56.3	43.8	100.0	0	16	.0	.0	6.3	87.5	6.3	.0	100.0	0	16
ANTELOPE VALLE	76.5	23.5	100.0	0	17	.0	5.9	23.5	70.6	.0	.0	100.0	0	17
BARSTOW	71.4	28.6	100.0	0	7	.0	.0	14.3	71.4	14.3	.0	100.0	0	7
BUTTE	90.0	10.0	100.0	0	20	.0	.0	10.0	90.0	.0	.0	100.0	0	2
CABRILLO	80.0	20.0	100.0	0	20	.0	.0	5.0	80.0	15.0	.0	100.0	0	2
CERRITOS	85.0	15.0	100.0	0	20	.0	5.0	10.0	75.0	10.0	.0	100.0	0	2
CHAFFEY	50.0	50.0	100.0	0	12	.0	8.3	8.3	83.3	.0	.0	100.0	0	1
CITRUS	87.5	12.5	100.0	0	8	.0	.0	.0	87.5	12.5	.0	100.0	0	
COACHELLA VALL	84.6	15.4	100.0	0	13	.0	.0	.0	100.0	.0	.0	100.0	0	1
COAST	70.0	30.0	100.0	0	70	.0	1.4	1.4	88.6	8.6	.0	100.0	0	7
COMPTON	55.0	45.0	100.0	0	20	.0	.0	80.0	10.0	10.0	.0	100.0	0	2
CONTRA COSTA	73.2	26.8	100.0	0	41	.0	2.4	14.6	80.5	2.4	.0	100.0	0	4
EL CAMINO	81.0	19.0	100.0	0	21	.0	9.5	9.5	71.4	9.5	.0	100.0	0	2
FOOTHILL	64.3	35.7	100.0	0	42	.0	7.1	4.8	81.0	4.8	2.4	100.0	0	4
FREMONT-NEWARK	85.7	14.3	100.0	0	14	.0	7.1	.0	85.7	7.1	.0	100.0	0	1
GAVILAN	60.0	40.0	100.0	0	10	.0	.0	.0	90.0	10.0	.0	100.0	0	1
GLENDALE	66.7	33.3	100.0	0	12	8.3	16.7	.0	66.7	.0	8.3	100.0	0	1
GROSSMONT	65.4	34.6	100.0	0	26	.0	7.7	3.8	76.9	11.5	.0	100.0	0	26
HARTNELL	73.3	26.7	100.0	0	15	.0	.0	.0	86.7	13.3	.0	100.0	0	1
IMPERIAL	80.0	20.0	100.0	0	10	.0	.0	.0	80.0	20.0	.0	100.0	0	1
KERN	80.6	19.4	100.0	0	31	.0	.0	3.2	87.1	9.7	.0	100.0	0	3
LAKE TAHOE	80.0	20.0	100.0	0	5	.0	.0	.0	100.0	.0	.0	100.0	0	
LONG BEACH	78.3	21.7	100.0	0	23	.0	4.3	8.7	87.0	.0	.0	100.0	0	2
LOS ANGELES	70.6	29.4	100.0	0	119	1.7	5.9	22.7	53.8	15.1	.8	100.0	0	11
LOS RIOS	65.1	34.9	100.0	0	63	3.2	7.9	12.7	69.8	6.3	.0	100.0	0	6
MARIN	41.7	58.3	100.0	0	12	.0	8.3	.0	91.7	.0	.0	100.0	0	1
MENDOCINO	83.3	16.7	100.0	0	6	.0	.0	.0	100.0	.0	.0	100.0	0	
MERCED	71.4	28.6	100.0	0	14	.0	.0	14.3	85.7	.0	.0	100.0	0	1
MIRA COSTA	60.0	40.0	100.0	0	10	.0	.0	.0	100.0	.0	.0	100.0	0	1
MONTEREY PENIN	90.0	10.0	100.0	0	10	10.0	.0	10.0	70.0	10.0	.0	100.0	0	1
MT SAN ANTONIO	53.8	46.2	100.0	0	26	.0	.0	11.5	80.8	7.7	.0	100.0	0	2
MT SAN JACINTO	85.7	14.3	100.0	0	7	.0	.0	.0	100.0	.0	.0	100.0	0	
NAPA	42.9	57.1	100.0	0	14	.0	.0	.0	78.6	21.4	.0	100.0	0	1
NORTH ORANGE	79.2	20.8	100.0	0	53	1.9	1.9	1.9	86.8	7.5	.0	100.0	0	5
PALO VERDE	66.7	33.3	100.0	0	3	.0	.0	.0	100.0	.0	.0	100.0	0	
PALOMAR	70.0	30.0	100.0	0	20	.0	5.0	5.0	85.0	5.0	.0	100.0	0	2
PASADENA AREA	58.8	41.2	100.0	0	34	.0	5.9	20.6	70.6	2.9	.0	100.0	0	3
PERALTA	75.0	25.0	100.0	0	40	.0	.0	55.0	32.5	12.5	.0	100.0	0	4
RANCHO SANTIAG	66.7	33.3	100.0	0	36	5.6	.0	2.8	80.6	11.1	.0	100.0	0	3
REDWOODS	73.3	26.7	100.0	0	15	.0	.0	.0	100.0	.0	.0	100.0	0	1
RIO HONDO	68.2	31.8	100.0	0	22	4.5	4.5	.0	68.2	22.7	.0	100.0	0	2
RIVERSIDE	72.7	27.3	100.0	0	22	.0	.0	13.6	81.8	4.5	.0	100.0	0	2

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNI TOTAL COUNT
SADDLEBACK	62.1	37.9	100.0	0	29	.0	3.4	6.9	82.8	6.9	.0	100.0	0	29
SAN BERNARDINO	73.7	26.3	100.0	0	19	.0	.0	10.5	73.7	15.8	.0	100.0	0	19
SAN DIEGO	70.0	30.0	100.0	0	50	2.0	2.0	8.0	82.0	6.0	.0	100.0	0	50
SAN DIEGO ADUL	73.9	26.1	100.0	0	23	.0	.0	13.0	69.6	17.4	.0	100.0	0	23
SAN FRAN CNTRS	55.9	44.1	100.0	0	34	.0	14.7	20.6	47.1	17.6	.0	100.0	0	34
SAN FRANCISCO	71.9	28.1	100.0	0	32	.0	28.1	15.6	40.6	12.5	3.1	100.0	0	32
SAN JOAQUIN DE	69.6	30.4	100.0	0	23	.0	4.3	8.7	73.9	13.0	.0	100.0	0	23
SAN JOSE	70.8	29.2	100.0	0	24	.0	4.2	4.2	83.3	8.3	.0	100.0	0	24
SAN LUIS OBISP	66.7	33.3	100.0	0	12	.0	.0	8.3	83.3	8.3	.0	100.0	0	12
SAN MATEO	72.2	27.8	100.0	0	36	.0	.0	11.1	80.6	8.3	.0	100.0	0	36
SANTA BARBARA	58.3	41.7	100.0	0	12	.0	.0	.0	83.3	16.7	.0	100.0	0	12
SANTA CLARITA	83.3	16.7	100.0	0	6	.0	.0	.0	83.3	16.7	.0	100.0	0	6
SANTA MONICA	77.3	22.7	100.0	0	22	.0	.0	13.6	81.8	4.5	.0	100.0	0	22
SEQUOIAS	92.9	7.1	100.0	0	14	.0	.0	.0	85.7	14.3	.0	100.0	0	14
SHASTA-TEHAMA-	71.4	28.6	100.0	0	14	.0	.0	.0	92.9	7.1	.0	100.0	0	14
SIERRA	77.8	22.2	100.0	0	18	5.6	5.6	.0	77.8	11.1	.0	100.0	0	18
SISKIYOU	100.0	.0	100.0	0	4	.0	.0	.0	100.0	.0	.0	100.0	0	4
SOLANO COUNTY	60.0	40.0	100.0	0	20	.0	.0	20.0	75.0	5.0	.0	100.0	0	20
SONOMA COUNTY	69.0	31.0	100.0	0	29	3.4	.0	.0	93.1	3.4	.0	100.0	0	29
SOUTH COUNTY	72.7	27.3	100.0	0	33	3.0	3.0	6.1	81.8	6.1	.0	100.0	0	33
SOUTHWESTERN	43.8	56.3	100.0	0	16	.0	.0	.0	87.5	12.5	.0	100.0	0	16
STATE CENTER	85.7	14.3	100.0	0	35	2.9	2.9	11.4	71.4	11.4	.0	100.0	0	35
VENTURA COUNTY	77.1	22.9	100.0	0	48	.0	.0	.0	87.5	12.5	.0	100.0	0	48
WEST HILLS	91.7	8.3	100.0	0	12	.0	.0	16.7	75.0	8.3	.0	100.0	0	12
WEST KERN	100.0	.0	100.0	0	5	20.0	.0	.0	80.0	.0	.0	100.0	0	5
WEST VALLEY	47.1	52.9	100.0	0	17	.0	.0	5.9	70.6	23.5	.0	100.0	0	17
YOSEMITE	78.9	21.1	100.0	0	19	5.3	.0	5.3	73.7	15.8	.0	100.0	0	19
YUBA	73.7	26.3	100.0	0	19	.0	.0	10.5	78.9	10.5	.0	100.0	0	19
*TOTAL CERTIFICATED ADMINISTRATIVE (FT)	70.8	29.2	100.0	0	1624	1.0	3.4	10.4	75.9	9.1	0.2	100.0	0	1624

SOURCE
STAFF DATA FILE.CHANCELLOR'S OFFICE MANAGEMENT INFORMATION SYSTEM
FOOTNOTES
PERCENT DISTRIBUTION EXCLUDES UNKNOWNS.
DATA FOR LASSEN AND VICTOR VALLEY CC DISTRICTS ARE MISSING.

CALIORNIA COMMUNITY COLLEGES
1987 FALL TERM

TABLE D-
PROFESSIONAL (FT)

PERCENT DISTRIBUTION BY GENDER AND ETHNICITY

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNI TOTAL COUNT
ALLAN HANCOCK	50.0	50.0	100.0	0	32	.0	.0	6.3	84.4	9.4	.0	100.0	0	32
ANTELOPE VALLE	54.5	45.5	100.0	0	11	.0	.0	9.1	81.8	9.1	.0	100.0	0	11
BARSTOW	66.7	33.3	100.0	0	6	.0	.0	16.7	50.0	33.3	.0	100.0	0	6
BUTTE	61.9	38.1	100.0	0	21	.0	.0	9.5	90.5	.0	.0	100.0	0	21
CABRILLO	47.6	52.4	100.0	0	21	.0	.0	.0	85.7	14.3	.0	100.0	0	21
CERRITOS	50.0	50.0	100.0	0	16	6.3	12.5	.0	56.3	25.0	.0	100.0	0	16
CHAFFEY	50.0	50.0	100.0	0	22	.0	.0	.0	81.8	13.6	4.5	100.0	0	22
CITRUS	31.3	68.8	100.0	0	16	.0	.0	.0	81.3	18.8	.0	100.0	0	16
COACHELLA VALL	62.5	37.5	100.0	0	8	.0	.0	.0	87.5	12.5	.0	100.0	0	8
COAST	42.5	57.5	100.0	0	40	.0	7.5	.0	87.5	5.0	.0	100.0	0	40
COMPTON	50.0	50.0	100.0	0	14	.0	.0	71.4	28.6	.0	.0	100.0	0	14
CONTRA COSTA	55.2	44.8	100.0	0	58	.0	8.6	15.5	67.2	6.9	1.7	100.0	0	58
EL CAMINO	42.9	57.1	100.0	0	21	.0	4.8	23.8	47.6	23.8	.0	100.0	0	21
FOOTHILL	35.8	64.2	100.0	0	53	.0	17.0	1.9	77.4	1.9	1.9	100.0	0	53
FREMONT-NEWARK	54.5	45.5	100.0	0	22	.0	.0	4.5	72.7	22.7	.0	100.0	0	22
GAVILAN	18.2	81.8	100.0	0	11	.0	.0	.0	72.7	27.3	.0	100.0	0	11
GLENDALE	60.0	40.0	100.0	0	20	.0	5.0	5.0	80.0	10.0	.0	100.0	0	20
GROSSMONT	54.5	45.5	100.0	0	22	4.5	.0	9.1	77.3	9.1	.0	100.0	0	22
HARTNELL	44.4	55.6	100.0	0	9	.0	11.1	.0	77.8	11.1	.0	100.0	0	9
IMPERIAL	40.0	60.0	100.0	0	10	.0	.0	.0	30.0	60.0	10.0	100.0	0	10
KERN	57.7	42.3	100.0	0	26	.0	3.8	7.7	76.9	11.5	.0	100.0	0	26
LAKE TAHOE	66.7	33.3	100.0	0	3	.0	.0	.0	66.7	33.3	.0	100.0	0	3
LONG BEACH	70.4	29.6	100.0	0	27	.0	3.7	14.8	77.8	3.7	.0	100.0	0	27
LOS ANGELES	56.1	43.9	100.0	0	132	.0	14.4	9.8	58.3	5.3	12.1	100.0	0	132
LOS RIOS	45.7	54.3	100.0	0	70	1.4	5.7	17.1	64.3	11.4	.0	100.0	0	70
MARIN	46.2	53.8	100.0	0	26	.0	19.2	7.7	69.2	3.8	.0	100.0	0	26
MENDOCINO	30.0	70.0	100.0	0	10	.0	.0	.0	80.0	20.0	.0	100.0	0	10
MERCED	58.8	41.2	100.0	0	17	.0	.0	11.8	70.6	17.6	.0	100.0	0	17
MIRA COSTA	27.3	72.7	100.0	0	22	.0	4.5	4.5	72.7	18.2	.0	100.0	0	22
MONTEREY PENIN	42.3	57.7	100.0	0	26	.0	.0	7.7	92.3	.0	.0	100.0	0	26
MT SAN ANTONIO	66.7	33.3	100.0	0	21	.0	.0	14.3	57.1	28.6	.0	100.0	0	21
MT SAN JACINTO	50.0	50.0	100.0	0	4	.0	.0	.0	100.0	.0	.0	100.0	0	4
NAPA	44.4	55.6	100.0	0	9	.0	.0	11.1	55.6	22.2	11.1	100.0	0	
NORTH ORANGE	44.4	55.6	100.0	0	45	.0	2.2	4.4	77.8	15.6	.0	100.0	0	4
PALO VERDE	100.0	.0	100.0	0	2	.0	.0	.0	100.0	.0	.0	100.0	0	
PALOMAR	16.7	83.3	100.0	0	6	.0	.0	.0	83.3	.0	16.7	100.0	0	
PASADENA AREA	48.1	51.9	100.0	0	27	.0	14.8	11.1	59.3	14.8	.0	100.0	0	2
PERALTA	38.3	61.7	100.0	0	94	.0	7.4	43.6	39.4	5.3	4.3	100.0	0	9
RANCHO SANTIAG	29.2	70.8	100.0	0	24	.0	4.2	.0	66.7	29.2	.0	100.0	0	2
REDWOODS	53.3	46.7	100.0	0	15	.0	.0	.0	100.0	.0	.0	100.0	0	1
RIO HONDO	56.3	43.8	100.0	0	16	.0	12.5	.0	56.3	31.3	.0	100.0	0	1
RIVERSIDE	52.6	47.4	100.0	0	19	.0	.0	5.3	73.7	21.1	.0	100.0	0	1

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNI TOTAL COUNT
SADDLEBACK	44.1	55.9	100.0	0	34	.0	2.9	2.9	88.2	5.9	.0	100.0	0	34
SAN BERNARDINO	44.0	56.0	100.0	0	25	.0	.0	16.0	64.0	20.0	.0	100.0	0	2
SAN DIEGO	50.0	50.0	100.0	0	60	1.7	.0	10.0	63.3	20.0	5.0	100.0	0	6
SAN DIEGO ADUL	40.0	60.0	100.0	0	10	.0	10.0	30.0	30.0	30.0	.0	100.0	0	1
SAN FRAN CNTRS	32.4	67.6	100.0	0	37	.0	24.3	18.9	37.8	13.5	5.4	100.0	0	3
SAN FRANCISCO	48.9	51.1	100.0	0	90	.0	22.2	17.8	34.4	6.7	18.9	100.0	0	9
SAN JOAQUIN DE	62.5	37.5	100.0	0	16	.0	12.5	12.5	56.3	12.5	6.3	100.0	0	1
SAN JOSE	44.7	55.3	100.0	0	47	.0	6.4	12.8	61.7	19.1	.0	100.0	0	4
SAN LUIS OBISP	59.1	40.9	100.0	0	22	.0	9.1	4.5	77.3	9.1	.0	100.0	0	2
SAN MATEO	54.7	45.3	100.0	0	53	.0	11.3	13.2	69.8	5.7	.0	100.0	0	5
SANTA BARBARA	60.0	40.0	100.0	0	10	.0	.0	.0	90.0	10.0	.0	100.0	0	1
SANTA CLARITA	40.0	60.0	100.0	0	5	.0	.0	.0	80.0	.0	20.0	100.0	0	
SANTA MONICA	25.0	75.0	100.0	0	16	.0	.0	6.3	81.3	12.5	.0	100.0	0	1
SEQUOIAS	36.4	63.6	100.0	0	11	.0	9.1	.0	81.8	9.1	.0	100.0	0	1
SHASTA-TEHAMA-	64.7	35.3	100.0	0	17	.0	.0	.0	100.0	.0	.0	100.0	0	1
SIERRA	61.5	38.5	100.0	0	13	.0	7.7	7.7	76.9	7.7	.0	100.0	0	1
SISKIYOU	60.0	40.0	100.0	0	5	.0	.0	.0	80.0	20.0	.0	100.0	0	
SOLANO COUNTY	33.3	66.7	100.0	0	6	16.7	.0	16.7	66.7	.0	.0	100.0	0	
SONOMA COUNTY	42.9	57.1	100.0	0	21	4.8	.0	4.8	85.7	4.8	.0	100.0	0	2
SOUTH COUNTY	38.5	61.5	100.0	0	26	.0	7.7	15.4	61.5	15.4	.0	100.0	0	2
SOUTHWESTERN	46.7	53.3	100.0	0	15	.0	6.7	.0	73.3	20.0	.0	100.0	0	1
STATE CENTER	66.7	33.3	100.0	0	36	2.8	.0	13.9	69.4	13.9	.0	100.0	0	3
VENTURA COUNTY	37.5	62.5	100.0	0	16	.0	.0	6.3	81.3	12.5	.0	100.0	0	1
WEST HILLS	50.0	50.0	100.0	0	8	.0	12.5	.0	50.0	37.5	.0	100.0	0	
WEST KERN	33.3	66.7	100.0	0	9	.0	.0	.0	88.9	11.1	.0	100.0	0	
WEST VALLEY	47.3	52.7	100.0	0	55	.0	7.3	3.6	72.7	14.5	1.8	100.0	0	5
YOSEMITE	51.9	48.1	100.0	0	27	.0	3.7	3.7	88.9	3.7	.0	100.0	0	2
YUBA	50.0	50.0	100.0	0	14	.0	14.3	.0	64.3	21.4	.0	100.0	0	1
*TOTAL PROFESSIONAL (FT)	48.3	51.7	100.0	0	1778	0.4	7.0	10.9	67.2	11.6	2.9	100.0	0	177

SOURCE
STAFF DATA FILE,CHANCELLOR'S OFFICE MANAGEMENT INFORMATION SYSTEM
FOOTNOTES
PERCENT DISTRIBUTION [illegible] UNKNOWNS.
DATA FOR LASSEN AND [illegible]R [illegible]LEY CC DISTRICTS ARE MISSING.

CALIORNIA COMMUNITY COLLEGES
1987 FALL TERM

TABLE -
CLASSIFIED ADMINISTRATIVE (FT)

PERCENT DISTRIBUTION BY GENDER AND ETHNICITY

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNI TOTAL COUNT
ALLAN HANCOCK	62.5	37.5	100.0	0	8	.0	12.5	12.5	62.5	12.5	.0	100.0	0	8
ANTELOPE VALLE	66.7	33.3	100.0	0	3	.0	.0	.0	100.0	.0	.0	100.0	0	3
BARSTOW	66.7	33.3	100.0	0	3	.0	.0	33.3	66.7	.0	.0	100.0	0	3
BUTTE	66.7	33.3	100.0	0	3	.0	.0	.0	100.0	.0	.0	100.0	0	3
CABRILLO	40.0	60.0	100.0	0	10	.0	.0	.0	70.0	30.0	.0	100.0	0	10
CERRITOS	55.0	45.0	100.0	0	20	.0	.0	5.0	90.0	5.0	.0	100.0	0	20
CHAFFEY	41.7	58.3	100.0	0	12	.0	.0	8.3	66.7	25.0	.0	100.0	0	12
CITRUS	35.7	64.3	100.0	0	14	.0	.0	7.1	92.9	.0	.0	100.0	0	14
COACHELLA VALL	.0	100.0	100.0	0	1	.0	.0	.0	100.0	.0	.0	100.0	0	1
COAST	63.0	37.0	100.0	0	27	.0	7.4	3.7	85.2	3.7	.0	100.0	0	27
COMPTON	66.7	33.3	100.0	0	3	.0	.0	66.7	33.3	.0	.0	100.0	0	3
CONTRA COSTA	87.5	12.5	100.0	0	16	.0	6.3	18.8	68.8	6.3	.0	100.0	0	16
EL CAMINO	33.3	66.7	100.0	0	12	.0	.0	16.7	83.3	.0	.0	100.0	0	12
FOOTHILL	77.8	22.2	100.0	0	18	.0	.0	11.1	83.3	5.6	.0	100.0	0	18
FREMONT-NEWARK	85.7	14.3	100.0	0	7	.0	.0	.0	100.0	.0	.0	100.0	0	7
GAVILAN	66.7	33.3	100.0	0	3	.0	.0	.0	100.0	.0	.0	100.0	0	3
GLENDALE	53.3	46.7	100.0	0	15	.0	.0	.0	80.0	20.0	.0	100.0	0	15
GROSSMONT	57.1	42.9	100.0	0	14	.0	.0	7.1	85.7	7.1	.0	100.0	0	14
HARTNELL	71.4	28.6	100.0	0	7	.0	.0	.0	85.7	14.3	.0	100.0	0	7
KERN	55.6	44.4	100.0	0	9	.0	.0	.0	100.0	.0	.0	100.0	0	9
LAKE TAHOE	.0	100.0	100.0	0	1	.0	.0	.0	100.0	.0	.0	100.0	0	1
LONG BEACH	50.0	50.0	100.0	0	6	.0	.0	.0	100.0	.0	.0	100.0	0	6
LOS ANGELES	95.0	5.0	100.0	0	20	.0	5.0	5.0	80.0	10.0	.0	100.0	0	2
LOS RIOS	58.3	41.7	100.0	0	12	.0	16.7	16.7	66.7	.0	.0	100.0	0	1
MERCED	57.1	42.9	100.0	0	21	.0	4.8	4.8	71.4	19.0	.0	100.0	0	21
MIRA COSTA	75.0	25.0	100.0	0	4	.0	.0	.0	75.0	25.0	.0	100.0	0	[illegible]
MT SAN ANTONIO	66.7	33.3	100.0	0	21	.0	.0	9.5	81.0	9.5	.0	100.0	0	2
MT SAN JACINTO	100.0	.0	100.0	0	1	.0	.0	.0	100.0	.0	.0	100.0	0	[illegible]
NAPA	85.7	14.3	100.0	0	7	.0	.0	.0	100.0	.0	.0	100.0	0	[illegible]
NORTH ORANGE	43.2	56.8	100.0	0	37	2.7	.0	.0	91.9	5.4	.0	100.0	0	3
PALO VERDE	.0	100.0	100.0	0	1	.0	.0	.0	100.0	.0	.0	100.0	0	[illegible]
PALOMAR	66.7	33.3	100.0	0	15	.0	.0	.0	93.3	6.7	.0	100.0	0	1
PASADENA AREA	57.1	42.9	100.0	0	7	.0	.0	28.6	71.4	.0	.0	100.0	0	[illegible]
PERALTA	58.3	41.7	100.0	0	12	.0	.0	25.0	58.3	8.3	8.3	100.0	0	1
RANCHO SANTIAG	73.3	26.7	100.0	0	15	.0	.0	6.7	80.0	13.3	.0	100.0	0	1
RIO HONDO	66.7	33.3	100.0	0	6	.0	.0	16.7	66.7	.0	16.7	100.0	0	[illegible]
RIVERSIDE	61.5	38.5	100.0	0	26	.0	3.8	3.8	73.1	19.2	.0	100.0	0	2
SADDLEBACK	84.6	15.4	100.0	0	13	.0	7.7	.0	92.3	.0	.0	100.0	0	1
SAN BERNARDINO	80.0	20.0	100.0	0	5	.0	.0	20.0	80.0	.0	.0	100.0	0	[illegible]
SAN DIEGO	91.7	8.3	100.0	0	12	.0	.0	16.7	83.3	.0	.0	100.0	0	1
SAN DIEGO ADUL	.0	100.0	100.0	0	1	100.0	.0	.0	.0	.0	.0	100.0	0	[illegible]
SAN FRAN CNTRS	100.0	.0	100.0	0	1	.0	.0	.0	100.0	.0	.0	100.0	0	[illegible]

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER NUMBER UNKNOWN	GENDER TOTAL COUNT	AM IND ALASKAN	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC UNKNOWN	ETHNI TOTAL COUNT
SAN FRANCISCO	25.0	75.0	100.0	0	4	.0	.0	25.0	75.0	.0	.0	100.0	0	4
SAN JOAQUIN DE	76.0	24.0	100.0	0	25	.0	.0	8.0	80.0	12.0	.0	100.0	0	25
SAN JOSE	71.4	28.6	100.0	0	14	.0	28.6	.0	64.3	7.1	.0	100.0	0	14
SAN MATEO	50.0	50.0	100.0	0	14	.0	.0	14.3	57.1	7.1	21.4	100.0	0	14
SANTA BARBARA	65.4	34.6	100.0	0	26	3.8	.0	3.8	73.1	19.2	.0	100.0	0	26
SANTA CLARITA	100.0	.0	100.0	0	1	.0	.0	.0	100.0	.0	.0	100.0	0	1
SANTA MONICA	54.5	45.5	100.0	0	22	.0	4.5	18.2	68.2	9.1	.0	100.0	0	22
SEQUOIAS	50.0	50.0	100.0	0	4	.0	.0	.0	75.0	25.0	.0	100.0	0	4
SHASTA-TEHAMA-	100.0	.0	100.0	0	1	.0	.0	.0	100.0	.0	.0	100.0	0	1
SISKIYOU	.0	100.0	100.0	0	2	.0	.0	.0	100.0	.0	.0	100.0	0	2
SOLANO COUNTY	66.7	33.3	100.0	0	3	.0	.0	.0	100.0	.0	.0	100.0	0	3
SONOMA COUNTY	58.6	41.4	100.0	0	29	.0	6.9	.0	82.8	10.3	.0	100.0	0	29
SOUTH COUNTY	76.9	23.1	100.0	0	13	7.7	.0	.0	76.9	7.7	7.7	100.0	0	13
SOUTHWESTERN	50.0	50.0	100.0	0	2	.0	50.0	.0	.0	50.0	.0	100.0	0	2
STATE CENTER	79.2	20.8	100.0	0	24	.0	4.2	8.3	79.2	8.3	.0	100.0	0	24
VENTURA COUNTY	100.0	.0	100.0	0	3	.0	.0	.0	100.0	.0	.0	100.0	0	3
WEST HILLS	100.0	.0	100.0	0	1	.0	.0	.0	100.0	.0	.0	100.0	0	1
WEST VALLEY	87.5	12.5	100.0	0	8	.0	.0	.0	100.0	.0	.0	100.0	0	8
YOSEMITE	.0	100.0	100.0	0	1	.0	.0	.0	100.0	.0	.0	100.0	0	1
YUBA	.0	100.0	100.0	0	2	50.0	.0	.0	50.0	.0	.0	100.0	0	2
*TOTAL CLASSIFIED ADMINISTRATIVE (FT)														
	63.4	36.5	100.0	0	648	0.8	2.9	6.9	79.9	8.6	0.9	100.0	0	648

SOURCE
STAFF DATA FILE,CHANCELLOR'S OFFICE MANAGEMENT INFORMATION SYSTEM

FOOTNOTES
PERCENT DISTRIBUTION EXCLUDES UNKNOWNS.
*DATA FOR LASSEN AND VICTOR VALLEY CC DISTRICTS ARE MISSING.

CALIFORNIA COMMUNITY COLLEGES
1987 FALL TERM

TABLE
CLASSIFIED EMPLOYEES(FT)

PERCENT DISTRIBUTION BY GENDER AND ETHNICITY

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER TOTAL COUNT	AM IND PAC ISL	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC TOTAL COUNT
ALLAN HANCOCK	37.9	62.1	100.0	116	1.7	1.7	2.6	67.2	25.9	.9	100.0	116
ANTELOPE VALLE	34.7	65.3	100.0	72	1.4	1.4	5.6	86.1	4.2	1.4	100.0	72
BARSTOW	20.0	80.0	100.0	40	2.5	2.5	7.5	62.5	25.0	.0	100.0	40
BUTTE	37.1	62.9	100.0	124	1.6	2.4	1.6	87.9	5.6	.8	100.0	124
CABRILLO	38.2	61.8	100.0	123	2.4	3.3	3.3	78.9	9.8	2.4	100.0	123
CERRITOS	35.9	64.1	100.0	262	.0	3.4	2.7	71.8	21.4	.8	100.0	262
CHAFFEY	34.8	65.2	100.0	158	.6	3.2	3.8	67.1	24.1	1.3	100.0	158
CITRUS	36.7	63.3	100.0	120	.0	1.7	4.2	75.0	19.2	.0	100.0	120
COACHELLA VALL	40.3	59.7	100.0	119	.0	1.7	6.7	71.4	20.2	.0	100.0	119
COAST	37.5	62.5	100.0	632	.6	4.6	1.7	86.1	5.7	1.3	100.0	632
COMPTON	44.6	55.4	100.0	83	.0	6.0	65.1	16.9	9.6	2.4	100.0	83
CONTRA COSTA	40.7	59.3	100.0	305	1.3	4.6	16.1	65.2	11.8	1.0	100.0	305
EL CAMINO	47.6	52.4	100.0	353	.3	9.6	22.4	54.1	12.2	1.4	100.0	353
FOOTHILL	40.8	59.2	100.0	363	.3	8.0	2.2	68.0	11.6	9.9	100.0	363
FREMONT-NEWARK	40.4	59.6	100.0	104	.0	10.6	5.8	61.5	16.3	5.8	100.0	104
GAVILAN	20.9	79.1	100.0	67	.0	3.0	.0	67.2	29.9	.0	100.0	67
GLENDALE	28.3	71.7	100.0	138	.7	5.1	2.2	76.8	15.2	.0	100.0	138
GROSSMONT	36.4	63.6	100.0	242	2.5	2.1	3.3	81.4	10.7	.0	100.0	242
HARTNELL	35.6	64.4	100.0	104	1.9	6.7	5.8	59.6	24.0	1.9	100.0	104
IMPERIAL	31.8	68.2	100.0	110	.0	.0	1.8	50.0	48.2	.0	100.0	110
KERN	34.8	65.2	100.0	253	1.2	.8	6.7	69.2	21.3	.8	100.0	253
LAKE TAHOE	16.7	83.3	100.0	18	.0	.0	5.6	88.9	.0	5.6	100.0	18
LONG BEACH	37.9	62.1	100.0	306	.0	7.2	9.2	75.5	7.8	.3	100.0	306
LOS ANGELES	47.6	52.4	100.0	1337	.5	7.6	35.8	40.7	11.3	4.1	100.0	1337
LOS RIOS	41.0	59.0	100.0	497	.4	8.2	12.5	67.4	11.3	.2	100.0	497
MARIN	44.4	55.6	100.0	135	.0	2.2	3.0	89.6	5.2	.0	100.0	135
MENDOCINO	33.3	66.7	100.0	33	3.0	3.0	.0	87.9	6.1	.0	100.0	33
MERCED	41.3	58.7	100.0	150	.7	2.0	4.7	68.0	24.7	.0	100.0	150
MIRA COSTA	34.4	65.6	100.0	96	2.1	5.2	1.0	86.5	5.2	.0	100.0	96
MONTEREY PENIN	46.2	53.8	100.0	93	1.1	6.5	11.8	65.6	7.5	7.5	100.0	93
MT SAN ANTONIO	46.7	53.3	100.0	227	.4	3.1	9.7	63.0	22.0	1.8	100.0	227
MT SAN JACINTO	37.0	63.0	100.0	54	.0	3.7	.0	72.2	24.1	.0	100.0	54
NAPA	33.7	66.3	100.0	95	1.1	4.2	1.1	83.2	9.5	1.1	100.0	95
NORTH ORANGE	40.9	59.1	100.0	492	.6	3.3	4.1	74.0	16.3	1.8	100.0	492
PALO VERDE	7.7	92.3	100.0	13	.0	.0	.0	69.2	30.8	.0	100.0	13
PALOMAR	30.6	69.4	100.0	229	2.6	3.1	2.2	80.8	11.4	.0	100.0	229
PASADENA AREA	41.7	58.3	100.0	319	.6	3.4	18.2	63.6	12.9	1.3	100.0	319
PERALTA	40.4	59.6	100.0	307	.7	8.5	40.4	31.3	12.1	7.2	100.0	307
RANCHO SANTIAG	33.9	66.1	100.0	301	.7	7.3	5.6	59.1	27.2	.0	100.0	301
REDWOODS	45.7	54.3	100.0	129	3.1	2.3	.0	90.7	2.3	1.6	100.0	129
RIO HONDO	32.5	67.5	100.0	163	.6	3.7	2.5	55.8	37.4	.0	100.0	163
RIVERSIDE	42.5	57.5	100.0	167	.6	1.8	11.4	62.9	22.2	1.2	100.0	167

SOURCE

DISTRICT	MALES	FEMALES	GENDER TOTAL PERCENT	GENDER TOTAL COUNT	AM IND PAC ISL	ASIAN PAC ISL	BLACKS	WHITES	HISP-ANICS	FILIP-INOS	ETHNIC TOTAL PERCENT	ETHNIC TOTAL COUNT
SADDLEBACK	35.5	64.5	100.0	228	.4	1.8	.4	88.6	8.8	.0	100.0	228
SAN BERNARDINO	40.3	59.7	100.0	226	3.5	2.7	13.7	55.3	24.3	.4	100.0	226
SAN DIEGO	43.3	56.7	100.0	566	.4	5.1	18.4	61.0	11.3	3.9	100.0	566
SAN DIEGO ADUL	10.9	89.1	100.0	92	.0	3.3	16.3	66.3	9.8	4.3	100.0	92
SAN FRAN CNTRS	50.0	50.0	100.0	124	.0	26.6	21.0	29.0	15.3	8.1	100.0	124
SAN FRANCISCO	51.0	49.0	100.0	292	.3	26.0	19.9	29.8	9.6	14.4	100.0	292
SAN JOAQUIN DE	40.8	59.2	100.0	238	.0	10.5	7.6	58.0	17.2	6.7	100.0	238
SAN JOSE	37.7	62.3	100.0	212	.9	11.8	5.7	54.2	26.9	.5	100.0	212
SAN LUIS OBISP	45.2	54.8	100.0	84	2.4	.0	.0	90.5	7.1	.0	100.0	84
SAN MATEO	40.1	59.9	100.0	327	.3	6.7	8.6	66.1	15.9	2.4	100.0	327
SANTA BARBARA	42.1	57.9	100.0	159	.6	5.7	3.1	63.5	27.0	.0	100.0	159
SANTA CLARITA	32.8	67.2	100.0	58	3.4	3.4	.0	87.9	5.2	.0	100.0	58
SANTA MONICA	51.4	48.6	100.0	218	.5	6.4	22.5	58.7	10.6	1.4	100.0	218
SEQUOIAS	36.8	63.2	100.0	117	.0	1.7	.9	79.5	17.9	.0	100.0	117
SHASTA-TEHAMA-	41.0	59.0	100.0	117	.9	.9	.0	97.4	.9	.0	100.0	117
SIERRA	39.6	60.4	100.0	111	2.7	2.7	.9	91.0	2.7	.0	100.0	111
SISKIYOU	37.3	62.7	100.0	51	5.9	.0	5.9	88.2	.0	.0	100.0	51
SOLANO COUNTY	29.3	70.7	100.0	99	2.0	6.1	12.1	67.7	7.1	5.1	100.0	99
SONOMA COUNTY	37.6	62.4	100.0	178	.6	2.8	1.7	88.2	5.1	1.7	100.0	178
SOUTH COUNTY	39.8	60.2	100.0	196	1.5	7.1	8.7	67.9	12.2	2.6	100.0	196
SOUTHWESTERN	40.4	59.6	100.0	183	.5	4.4	3.8	60.7	25.7	4.9	100.0	183
STATE CENTER	36.0	64.0	100.0	275	2.2	4.0	6.9	65.1	21.5	.4	100.0	275
VENTURA COUNTY	35.5	64.5	100.0	375	1.1	1.9	1.6	75.2	19.2	1.1	100.0	375
WEST HILLS	26.9	73.1	100.0	52	.0	.0	.0	90.4	9.6	.0	100.0	52
WEST KERN	40.0	60.0	100.0	30	3.3	.0	3.3	83.3	10.0	.0	100.0	30
WEST VALLEY	39.2	60.8	100.0	260	.0	8.1	2.7	74.6	13.8	.8	100.0	260
YOSEMITE	40.4	59.6	100.0	230	.4	.4	3.9	87.8	7.0	.4	100.0	230
YUBA	36.1	63.9	100.0	147	3.4	4.1	4.1	79.6	8.8	.0	100.0	147
*TOTAL CLASSIFIED EMPLOYEES(FT)	39.9	60.1	100.0	14294	0.8	5.6	11.1	65.9	14.4	2.2	100.0	14294

SOURCE
STAFF DATA FILE,CHANCELLOR'S OFFICE INFORMATION SYSTEM
FOOTNOTES
DOES NOT INCLUDE EMPLOYEES WITH UNREPORTED GENDER OR ETHNICITY
DATA FOR LASSEN AND VICTOR VALLEY CC DISTRICTS ARE MISSING.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of January 1988, the Commissioners representing the general public are:

Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach, *Chairperson*
Henry Der, San Francisco
Seymour M. Farber, M.D., San Francisco
Helen Z. Hansen, Long Beach
Lowell J. Paige, El Macero
Cruz Reynoso, Los Angeles, *Vice Chairperson*
Sharon N. Skog, Palo Alto
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Yori Wada, San Francisco; appointed by the Regents of the University of California

William D. Campbell, Carlsbad; appointed by the Trustees of the California State University

Borgny Baird, Long Beach; appointed by the Board of Governors of the California Community Colleges

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions

Kenneth L. Peters, Tarzana; appointed by the California State Board of Education

James B. Jamieson, San Luis Obispo; appointed by California's independent colleges and universities

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its interim executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 40 to 50 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514; telephone (916) 445-7933.

Diversification of the Staff in California Public Postsecondary Education from 1977 to 1987

California Postsecondary Education Commission Report 88-29

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

88-15 Update of Community College Transfer Student Statistics Fall 1987: University of California, The California State University, and California's Independent Colleges and Universities (March 1988)

88-16 Legislative Update, March 1988: A Staff Report to the California Postsecondary Education Commission (March 1988)

88-17 State Policy for Faculty Development in California Public Higher Education: A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act (May 1988)

88-18 to 20 Exploring Faculty Development in California Higher Education: Prepared for the California Postsecondary Education Commission by Berman, Weiler Associates:

- **88-18** Volume One: Executive Summary and Conclusions, by Paul Berman and Daniel Weiler, December 1987 (March 1988)
- **88-19** Volume Two: Findings, by Paul Berman, Jo-Ann Intili and Daniel Weiler, December 1987 (March 1988)
- **88-20** Volume Three: Appendix, by Paul Berman, Jo-Ann Intili, and Daniel Weiler, January 1988 (March 1988)

88-21 Staff Development in California's Public Schools: Recommendations of the Policy Development Committee for the California Staff Development Policy Study, March 16, 1988 (March 1988)

88-22 and 23 Staff Development in California: Public and Personal Investments, Program Patterns, and Policy Choices, by Judith Warren Little, William H. Gerritz, David S. Stern, James W. Guthrie, Michael W. Kirst, and David D. Marsh. A Joint Publication of Far West Laboratory for Educational Research and Development • Policy Analysis for California Education (PACE), December 1987:

- **88-22** Executive Summary (March 1988)
- **88-23** Report (March 1988)

88-24 Status Report on Human Corps Activities: The First in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987) (May 1988)

88-25 Proposed Construction of the Petaluma Center of Santa Rosa Junior College: A Report to the Governor and Legislature in Response to a Request for Capital Funds for Permanent Off-Campus Center in Southern Sonoma County (May 1988)

88-26 California College-Going Rates, 1987 Update: The Eleventh in a Series of Reports on New Freshman Enrollments at California's Colleges and Universities by Recent Graduates of California High Schools (June 1988)

88-27 Proposed Construction of Off-Campus Community College Centers in Western Riverside County: A Report to the Governor and Legislature in Response to a Request of the Riverside and Mt. San Jacinto Community College Districts for Capital Funds to Build Permanent Off-Campus Centers in Norco and Moreno Valley and South of Sun City (June 1988)

88-28 Annual Report on Program Review Activities, 1986-87: The Twelfth in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities (June 1988)

88-29 Diversification of the Faculty and Staff in California Public Postsecondary Education from 1977 to 1987: The Fifth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities (September 1988)

88-30 Supplemental Report on Academic Salaries, 1987-88: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Subsequent Postsecondary Salary Legislation (September 1988)

88-31 The Role of the California Postsecondary Education Commission in Achieving Educational Equity in California: The Report of the Commission's Special Committee on Educational Equity, Cruz Reynoso, *Chair* (September 1988)

88-32 A Comprehensive Student Information System, by John G. Harrison: A Report Prepared for the California Postsecondary Education Commission by the Wyndgate Group, Ltd. (September 1988)